
Public District School Board Writing Partnership

Native Studies

Course Profile **Aboriginal Governance: Emerging Directions**

Grade 12

University/College Preparation

NDG4M

- *for teachers by teachers*

This sample course of study was prepared for teachers to use in meeting local classroom needs, as appropriate. This is not a mandated approach to the teaching of the course. It may be used in its entirety, in part, or adapted.

Course Profiles are professional development materials designed to help teachers implement the new Grade 12 secondary school curriculum. These materials were created by writing partnerships of school boards and subject associations. The development of these resources was funded by the Ontario Ministry of Education. This document reflects the views of the developers and not necessarily those of the Ministry. Permission is given to reproduce these materials for any purpose except profit. Teachers are also encouraged to amend, revise, edit, cut, paste, and otherwise adapt this material for educational purposes.

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Acknowledgments

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Course Overview

Aboriginal Governance: Emerging Directions, NDG4M, Grade 12, University/College Preparation

Policy Document: *The Ontario Curriculum, Grade 11 and 12, Native Studies, 2000.*

Prerequisite: Any Grade 11 University, University/College or College Preparation course in
Native Studies

Course Description

This course investigates how Aboriginal governments exercise authority and demonstrate responsibilities associated with governance in Canada. Students explore Aboriginal world views regarding identity, relationships among Aboriginal peoples and between Aboriginal peoples and other Canadians, and Aboriginal definitions of sovereignty. Students also compare traditional and contemporary forms of Aboriginal governance and examine Aboriginal and Canadian relations, focusing on empowerment and the inherent right to self-government.

The course examines the roots of Aboriginal self-determination in the traditional governance structures of Aboriginal communities, and the profound impact on those communities exerted by European colonial powers. The Canadian government, as heir to the European colonial tradition, has exercised and continues to exercise power over Aboriginal peoples and communities. Aboriginal peoples, on the other hand, have not relinquished their inherent right to self-government, which arises from the relationship of the Aboriginal community to the land. The result has been a long and often frustrating process of negotiation on questions of sovereignty, identity, and control over land, water, and other resources. In different regions of Canada there are situations where some tribes signed treaties with either British Government representatives (pre-1867) or Canadian Government representatives (post-1867) while other tribes did not. The true interpretation of the meaning and implications of treaty signing often becomes confused in balancing legal wordings, translations and oral agreements, and actual government policies in recognizing and carrying out the terms of the treaties. Tribal perspectives understandably vary on the interpretations of governance issues, and on compliance with treaty obligations, especially amongst tribes or nations who have not signed treaties. As Aboriginal peoples reassert their rights to self-determination, all Canadians need to consider what is meant by such terms as *sovereignty* and *inherent rights*, and find new ways of allowing for the legitimate aspirations of Canada's First Peoples.

This Course Profile represents only one of many possible approaches to meeting the learning expectations stated in *The Ontario Curriculum: Grade 11 and 12 Native Studies 2000* for the course Aboriginal Governance: Emerging Directions. Intended for University and College-bound students, the course puts an emphasis on analysis, discussion, and both oral and written reports on research results. Four strands are woven throughout the course: Identity, Relationships, Sovereignty, and Challenges. This Course Profile is divided into five units which examine Aboriginal peoples' inherent right to self-determination, pre-colonial governance structures, the chronology of relationships between Aboriginal peoples and other Canadians, case studies of current issues, and a culminating activity in which students independently examine a specific issue of Aboriginal self-determination.

Course Notes

This course engages students in an exploration of the essence of Aboriginal governance systems by examining the impacts of a variety of historical events on Aboriginal sovereignty. If students are to attain a deep and comprehensive understanding of the nature of Aboriginal governance, their study must also include a survey of the fundamental differences in world views, beliefs, and values. Students who have taken the course “Aboriginal Peoples in Canada,” outlined in *The Ontario Curriculum, Grades 9 and 10, Native Studies, 1999*, have examined Aboriginal and non-Aboriginal concepts of nationhood in twentieth-century Canada. Students who have studied the course Current Aboriginal Issues in Canada, Grade 11, or the course Aboriginal Beliefs, Values, and Aspirations in Contemporary Society, Grade 11 will be familiar with the use of the case study approach to extricate deeply embedded Aboriginal values which lie at the root of many conflicts with the Canadian government, and assess the validity of these values to present day situations.

The approach suggested by the unit organization is one that requires structured preparation by teachers to establish clear parameters for investigation by students. The use of case studies requires students to develop research skills using print resources, electronic media, and personal contacts; framing of suitable research questions; assembling and evaluating information; and presenting in a variety of formats. Aboriginal and First Nation realities within Ontario and Canada are diverse and complex. Thus it is critical that issues be examined from a variety of perspectives (individual, local, provincial, national). The use of Aboriginal leaders and knowledgeable elders as classroom speakers or as interview subjects is an important element in the adaptation of course content and instruction to the local context. Inter-generational oral discourse remains a classic method of cultural transmission among Aboriginal peoples. As such, oral interviews should be regarded as a bonafide bibliographic source of information. Local Cultural Education Centres, Band Administration offices, Native Friendship Centres and Provincial Territorial Organizations could be effective resources in locating a variety of suitable speakers.

Units: Titles and Times

| | | |
|----------|-------------------------------|----------|
| * Unit 1 | Aboriginal World Views | 15 hours |
| Unit 2 | Creation to Contact | 20 hours |
| Unit 3 | Nation to Nation | 25 hours |
| * Unit 4 | Renewal and Reconciliation | 30 hours |
| Unit 5 | Aboriginal Self-Determination | 20 hours |

* These units are fully developed in this Course Profile.

Unit Overviews

Unit 1: Aboriginal World Views

Time: 15 hours

Unit Description

Students explore the basic principles and key concepts that are fundamental to the Aboriginal perspective on governance and the subsequent application of those principles and concepts to their relationships with Canada. Students develop an understanding of Aboriginal world views by investigating key concepts which are integral to the study of Aboriginal governance: inherent right, self-determination, sovereignty, nationhood, language, culture, holistic spiritual life and interrelationship to the land. Students investigate the challenges faced by First Nation community leadership in maintaining traditional perspectives and beliefs.

Unit Overview Chart

| Activity/ Time | Learning Expectations | Assessment | Tasks Students will: |
|--|---|--|---|
| 1.1 Personal Identity 3 hours | IDV.01, ID1.01, ID3.03, SO3.02, SO3.03, CHI.01 | Knowledge/ Understanding Application - diagnostic self- assessment by student based on questions - formative assessment of writing by teacher using marking scheme | - explore concepts of identity and nationhood through links with ancestors and tradition. |
| 1.2 Cultural and National Identity 4 hours | SOV.02, ID1.01, ID1.02, ID2.02, RE1.02, CH1.02, CH1.03, CH2.04 | Knowledge/ Understanding Thinking/Inquiry - summative evaluation by teacher using checklist - peer assessment using checklist | - read a creation story from an Aboriginal culture and identify key symbols and beliefs; - investigate traditional concepts that sustained Aboriginal nations; - analyse how leadership and responsibilities evolved in different cultures and environmental settings; - explore how values were influenced by respect for the Creator, mother earth and all living things. |
| 1.3 Sovereignty and Nationhood 4 hours | IDV.04, SOV.01, SOV.04, CHV.01, ID1.01, ID3.03, RE1.02, SO1.01, SO1.02, SO1.04, CHI.03, CH3.01 | Knowledge/ Understanding - assessment of quiz by peers using template - written report assessed by teacher using marking scheme | - investigate meaning and significance of terminology such as: self-governance, self-determination, inherent rights, treaty rights, legal rights, aboriginal title, sovereignty, culture, and nation; - relate these terms to local and regional issues. |
| 1.4 Ceremonies, Customs, and Rituals 4 hours | IDV.04, ID1.01, ID3.03, SO3.02, SO3.03, CHI.01 | Application Communication - assessment of oral presentation using rubric (see Appendix 1.4.2) | - identify examples of customs which reinforce identity; - examine traditional spiritual practices and beliefs associated with the seasons: hunting, fishing, planting, gathering, trapping; - explore the significance and responsibility of clans. |

Unit 2: Creation to Contact

Time: 20 hours

Unit Description

From time immemorial, Aboriginal societies have exercised their own forms of governance which arose from their world views and their collective experiences. Students examine these traditional forms of governance which predated the arrival of the European newcomers. Using case studies, students examine how equitable sharing of lands, resources, responsibilities and spiritual values promoted self-reliance and respect, and these in turn helped establish principles of self-governance for nations across North America. Specific case studies of Cree, Ojibway, Iroquoian, Haida, and Inuit beliefs and practices provide both a focus and a basis for contemporary understanding of Aboriginal governance issues facing First Nation communities, Aboriginal politicians, and Aboriginal peoples today. These case studies should reflect a range of complexity and diversity of practice.

Unit Overview Chart

| Activity/ Time | Learning Expectations | Assessment | Tasks Students will: |
|---|---|--|---|
| 2.1 Mapping North American Aboriginal Nations 3 hours | REV.01, ID2.03, RE1.02 | Knowledge/ Understanding - peer assessment of map using checklist | - investigate common language and cultural practices and determine why vast differences in lifestyles and cultures emerged across North America. |
| 2.2 Regional Studies 4 hours | IDV.03, ID1.04, RE2.01, SO2.03 | Knowledge/ Understanding - anecdotal assessment by teacher based on group participation and student effort | - examine traditional land base and contemporary land base of a selected cultural group, e.g., Northern Cree, Anishnabek people, Six Nations; - investigate and compare social structure, roles, economic activity, political organizations, ceremonies, and customs; - establish an understanding of contemporary governance issues; - analyse the video: <i>Red Run</i> (NFB). |
| 2.3 Student Group Projects 8 hours | SOV.03, ID1.04, RE1.03, SO1.03 | Thinking/Inquiry Application Communication - teacher assesses written or oral product using rubric | - investigate decision-making and leadership in specific cultural and geographic settings, e.g., Innu, Mikmaq, Inuit, Dene, Cree, Ojibway, Mohawk, Blood, Haida, with an emphasis on local settings in Ontario, e.g., Treaty Nine. |
| 2.4 Comparing Governance Systems 5 hours | IDV.02, SOV.01, SOV.03, ID2.03, SO1.03, SO2.03 | Application Knowledge/ Understanding - anecdotal formative assessment by teacher using checklist | - list strengths of traditional governance models in at least 3 cultures in different geographical regions; - list drawbacks to traditional governance models; - list strengths of contemporary governance models; - list challenges for contemporary governance models in First Nations and Inuit communities; - examine important traditional social roles. |

Unit 3: Nation to Nation

Time: 25 hours

Unit Description

By using an historical approach, students investigate the complex interactions between Aboriginal peoples and the European newcomers and their Canadian successors. The emphasis is on the impact these relationships have had and are still having on Aboriginal self-determination. Using examples from the eighteenth, nineteenth, and twentieth centuries, students examine the impact of such events as the Two Row Wampum Agreement, The Royal Proclamation of 1763, The American Revolution, Confederation, the negotiation of Treaties #1-11, and more modern events such as The Constitution Act of 1982, Meech Lake, and the Royal Commission on Aboriginal Peoples. Special attention is focused on the Indian Act and its impact on nationhood. Finally, students examine a local First Nation community's governance structure and the impact of Canadian law on Aboriginal autonomy.

Unit Overview Chart

| Activity/ Time | Learning Expectations | Assessment | Tasks Students will: |
|--|--|--|---|
| 3.1 Timeline 2 hours | REV.01, REV.02, RE2.01, SO3.04 | Knowledge/Understanding Thinking/Inquiry Communication - teacher assessment of timelines using checklists | - in groups, establish timelines showing significant events, both seasonal and chronological, for Aboriginal peoples across North America; (Note: this could be done by century or could be done by geographic areas). |
| 3.2 Aboriginal vs. Eurocentric Views of History 10 hours | REV.01, RE1.01, RE2.03, RE3.01, RE3.02, SO2.02, CH1.02 | Knowledge/Understanding Thinking/Inquiry Application Communication - summative evaluation of oral report using rubric | - in groups of three, examine a series of major events first from the Eurocentric viewpoint, then exploring or speculating on Aboriginal reactions to same events; - orally report to class, summarizing both viewpoints. |
| 3.3 The Indian Act 4 hours | ID3.03, CH2.02, CH2.03 | Knowledge/Understanding Thinking/Inquiry - quiz assessed by teaching using template | - through teacher-led analysis, focus on selected texts with emphasis on reserve system, definition of "Indian," role of band councils, elders, women, and restrictions on traditional practices. |
| 3.4 Local Community Study 7 hours | REV.02, CHV.03, SO2.04, CH1.04, CH2.02, CH2.04 | Knowledge/Understanding Thinking/Inquiry Communication -summative evaluation of written project using marking scheme | - using available documents and interviews, write a brief history of a local First Nation community, focusing on a local treaty, role of traditional governance structures, and impact of Canadian law on Aboriginal autonomy in this locality; - analyse the video <i>Us and Them</i> . |
| 3.5 Mapping Ontario Reserves 2 hours | REV.02, RE2.03, CH2.04 | Knowledge/Understanding Application - peer assessment of mapping project using checklist | - locate and label Indian reserves and settlements in Ontario; - compare with map in Activity 2.1, and discuss impact on Aboriginal world view. |

Unit 4: Renewal and Reconciliation

Time: 30 hours

Unit Description

Students examine recent examples of attempts by First Nation communities and individuals to define, determine, and exercise the principles of Aboriginal governance. The unit concentrates on the renewal of traditional forms of governance, both as a reflection of the aspirations of Aboriginal peoples, and as a healthy and responsible strategy in the creation of a workable future for self-determination. Students identify the ongoing influence of Aboriginal world views, of traditional forms, and of the historical influences of colonial relationships with Canadian governments, to recognize how the past provides not only the obstacles, but also the potential solutions, to the challenges of reconciliation and self-determination. Through careful analysis of relevant contemporary case studies, the teacher models the skills students will later apply in the Unit 5 Culminating Activity. These case studies may include political topics such as the formation of the territory of Nunavut, the James Bay agreements, the Nisga'a land claims settlement, or local issues concerning land or resource use. Less political approaches to governance are also possible areas for investigation: sentencing circles, the re-emergence of traditional forms of health care, new directions in community economic activity, and Aboriginal initiatives in education.

Unit Overview Chart

| Activity/ Time | Learning Expectations | Assessment | Tasks Students will: |
|--|---|---|--|
| 4.1 The Royal Commission: Aboriginal Voices 5 hours | ID1.03, IDV.01, RE2.03, CH1.01, CH3.01 | Thinking/Inquiry - formative anecdotal assessment by teacher of student analysis | - analyse elders' quotes from Report of the Royal Commission on Aboriginal Peoples; - analyse selected videos, e.g., <i>No Turning Back</i> . |
| 4.2 The Canadian Government's Response 6 hours | REV.03, RE2.02, CH3.04 | Knowledge/ Understanding Thinking/Inquiry - summative assessment by teacher of student reports using marking scheme | - in groups, analyse specific issues e.g., justice, education, healing and health, the Statement of Reconciliation, Métis; - focus on the question: What progress has been made? |
| 4.3 Reconciling Two Systems 4 hours | ID3.01, SO1.03, SO1.05, SO3.01, CH1.03, CH2.01 | Application - self-assessment by students using checklist | - read excerpts from Maracle - <i>Back on the Rez</i> , or Jacobs - <i>Kicking Out the Indian Agent</i> ; - conduct interviews; - view selected videos, e.g., <i>Kevin Alec</i> , <i>Mother of Many Children</i> , <i>School in the Bush</i> , <i>Spirit Wind</i> . |

| Activity/ Time | Learning Expectations | Assessment | Tasks Students will: |
|---|---|--|---|
| 4.4 National Issues 10 hours | CHV.02, RE2.04, RE3.03, CH3.03 | Knowledge/ Understanding Thinking/ Inquiry Application - peer assessment of student presentations using rubric - anecdotal assessment by teacher of student effort and insight | - analyse and discuss Aboriginal negotiations with national impact, e.g., Nunavut, James Bay, the Nisga’a Treaty; - discuss and speculate on its importance as a precedent and its long range impact on Aboriginal affairs. |
| 4.5 Localized Issues 5 hours | SOV.02, SOV.04, CHV.04, ID2.01, ID3.02, RE2.02, SO2.01, CH3.02 | Application Communication -anecdotal teacher assessment of written student answers | - examine the case of Regina vs. Powley to see how a small local event can have widespread effects; - discuss other localized issues (video: <i>Honour of the Crown, Ojigkwanong: Encounter With An Algonquin Sage</i> or media coverage of proposed creation of the Caldwell Reserve); - write a journal entry: Local Issues in Self-Governance. |

Unit 5: Aboriginal Self-Determination

Time: 20 hours

Unit Description

Students investigate how Aboriginal nations, organizations, communities, and individuals promote and develop the concept of self-determination on behalf of First Nations Peoples, Inuit, Métis, and Non-Status Indians. Knowledge of the contemporary context of self-determination is demonstrated through investigating recent political, cultural, and renewal, and reconciliation issues in specific provinces and territories, and through analysing biographical and autobiographical writings, stories, and experiences. Students may investigate the tension points and challenges facing First Nations and Canadian communities, leaders, and organizations as they explore directions and solutions for the acceptance of principles of self-determination, empowerment, and the inherent right to self-government. The opportunities for independent research, writing, and for seminar discussions allows for an in-depth examination of a variety of contemporary issues facing Aboriginal peoples, and all Canadians.

Unit Overview Chart

| Activity/ Time | Learning Expectations | Assessment | Tasks Students will: |
|---|--|---|--|
| 5.1 Culminating Activity: Independent Study 20 hours | IDV.01, IDV.04, REV.02, ID1.02, ID2.01, ID3.02, RE2.03, RE3.02, | Knowledge/ Understanding Thinking/ Inquiry Application Communication | - produce a written essay with oral presentation component on a topic of their choice. Some suggested areas of investigation are: <ul style="list-style-type: none"> • Assembly of First Nations • The Rights of the Métis • “Non-status Indians” • Archaeologists and Aboriginal peoples |

| Activity/ Time | Learning Expectations | Assessment | Tasks Students will: |
|-------------------|--|---|---|
| | SO1.05, SO3.02, CH1.01, CH1.04, CH3.01 | - summative teacher assessment of student product (written and oral) using both marking scheme and rubric | <ul style="list-style-type: none"> • Policing Aboriginal Communities • The Media and the Great Whale Project • Aboriginal Peoples' Television • Headline Stories in <i>Windspeaker</i> • National vs Aboriginal Boundaries • The Burnt Church Affair • Stoney Point Land Claims • Is Complete Self-Government Realistic? • Should the Indian Act Be Abolished? • Supreme Court Rulings on Self- Determination • Aboriginal peoples and the RCMP • Elijah Harper and Meech Lake • The Career of Ovide Mercredi • The Life of Maria Campbell • Biography of Matthew Coon- Come • Trial of Donald Marshall • Confrontation at Oka • Sovereignty or Assimilation? • Imprisonment of Aboriginal Women • Sentencing Circles • The Lubicon: Still No Settlement • Alternatives in Criminal Justice |

Teaching/Learning Strategies

The Aboriginal Governance: Emerging Directions demands strategies which are rigorous enough to prepare students for University or College destinations, and yet are also flexible and diverse enough to address the complexity of the issues with sensitivity. A variety of teaching and learning approaches (including, but not limited to, case study analysis, classroom discussion, journal writing, community and peer interviewing, dramatizations, electronic media analysis, and research) should assist both the teacher and students in the goal of developing a fuller appreciation of multiple viewpoints. In addition, the teaching and learning strategies must consider individual student needs and abilities.

Given the cultural topics and contemporary issues explored in the Native Studies curriculum, teachers will find it necessary and beneficial to reach beyond the usual sources in preparation for instruction. Important resources include First Nation community-based organizations, Aboriginal elders, and electronic media. Oral presentations by local Aboriginal leaders may be very useful in bringing current issues into sharper perspective.

The resources listed throughout this document are not exhaustive, and the teacher should strive to make use of local applications, wherever possible, to achieve the expectations of the various units. Although *The Ontario Curriculum, Grades 11 and 12, Native Studies, 2000* policy document prescribes the use of overall and specific expectations, it is the responsibility of the teacher to determine the most appropriate strategies to achieve them. The strategies outlined in the activities included in this Course Profile are offered as suggestions only.

Assessment & Evaluation of Student Achievement

Assessing, evaluating, and communicating student achievement is an essential element of course planning and implementation. The basis for assessment and evaluation is outlined by the Achievement Chart of *The Ontario Curriculum, Grade 11 and 12, Native Studies, 2000* (p. 84-85), which outlines four major categories of expectations: Knowledge/Understanding, Thinking/Inquiry, Communication, and Application.

In order to gauge student achievement effectively, teachers need to employ a variety of methods: paper-and-pencil assignments (e.g., multiple choice or short answer tests), performance-based evaluations (e.g., essays, posters, videotapes), and personal communication-based assessments (e.g., oral presentations, debates, student conferencing). Rubrics, checklists, self-evaluation forms and other tools are all useful in the evaluation of student achievement. Strategies must be varied in nature, clear in direction, appropriate for the learning activities used, and fair to all students including those who are exceptional learners. To assist teachers to this end, this Course Profile clearly identifies the methods, strategies, and tools for evaluating the specific activities which have been developed.

The Ministry of Education has specified that seventy per cent of the grade will be based on assessments and evaluations conducted throughout the course. Thirty per cent of the grade will be based on a final evaluation in the form of an examination, performance, essay, and/or other methods of evaluation. The final evaluation may, at the discretion of the teacher, be divided to include more than one activity.

Accommodations

This course requires skills in inquiry, research, and computer competency. Interaction with peers through discussions and specific activities will require all aspects of communication skills. Analysis of information will be a key component. The teacher should allow for exceptional needs of students as per their Individual Education Plans (IEPs). Suggested adaptations for instruction, assessment, and evaluation are:

- allow for extended learning time and completion of assignments;
- adapt tasks according to the special needs of the learner;
- utilize visual and audio aids in the presentation of information;
- allow for oral presentations in order to assess understanding;
- encourage independent or extended inquiry to accommodate enrichment needs.

Resources

Units in this Course Profile make reference to the use of specific texts, magazines, films, videos and websites. Teachers need to consult their board policies regarding use of any copyrighted materials. Before reproducing materials for student use from printed publications, teachers need to ensure that their board has a Cancopy licence and that this licence covers the resources they wish to use. Before screening videos/films with their students, teachers need to ensure that their board/school has obtained the appropriate public performance videocassette licence from an authorized distributor, e.g., Audio Cine Films Inc. Teachers are reminded that much of the material on the Internet is protected by copyright. The copyright is usually owned by the person or organization that created the work. Reproduction of any work or substantial part of any work on the Internet is not allowed without the permission of the owner.

A text that would be particularly useful for teacher reference is *Nation to Nation: Aboriginal Sovereignty and the Future of Canada*, edited by John Bird, Lorraine Land and Murray Macadam. The bulk of the 28 selections are written by First Nations authors and reflect important historical, regional, and contemporary issues in a Canadian setting. Many articles are certainly accessible for Grade 12 students as they investigate current attitudes, thoughts, and reactions to the concepts of Aboriginal sovereignty and Aboriginal governance. The monthly newspaper *Windspeaker* (phone 1-800-661-5469) provides thorough coverage of Aboriginal and Canadian issues from an Aboriginal perspective.

Texts

- Alfred, T. *Peace, Power, Righteousness: An Indigenous Manifesto*. Don Mills: Oxford University Press, 1999.
- Anderson, Kim. *A Recognition of Being: Reconstructing Native Womanhood*. Toronto: Second Story Press, 2000.
- Asch, Michael. "Aboriginal Rights and the Canadian Constitution." *Home and Native Land*. Toronto: Methuen, 1984.
- Barreiro, Jose. *Indian Roots of American Democracy*. Ithaca: Cornell University, Akwe: kon Press 1992.
- Barnes, Barbara et al. *Traditional Teachings*. North American Indian Travelling College, RR#3 Cornwall Island, Ontario
- Battiste, M. ed. *Reclaiming Indigenous Voice and Vision*. Vancouver: UBC Press, 2000.
- Berger, Thomas. *A Long and Terrible Shadow: White Values, Native Rights in the Americas 1492-1992*. Toronto: Douglas & McIntyre, 1991.
- Bird, John, Lorraine Land, and Murray McAdam. *Nation to Nation: Aboriginal Sovereignty and the Future of Canada*. Toronto: Irwin, 2002.
- Brodie, Hugh. *The Other Side of Eden*. Toronto: Douglas & McIntyre, 2000.
- Bruchac, J. "Ostungo: A Mohawk Village in 1491." *National Geographic Magazine*, Oct. 1991, vol. 180, No. 4.
- Cairns, Alan. *Citizens Plus: Aboriginal Peoples and the Canadian State*. Vancouver: UBC Press, 2000.
- Cork, Ella. *The Worst of the Bargain*. Foundation for Social Research, 1962.
- Dyck, Noel. "Negotiating the 'Indian Problem.'" *Culture*, 6 (1): 31-41
- Dickason, Olive. *Canada's First Nations: A History of the Founding Peoples From Earliest Times*. Don Mills: Oxford University Press, 1992.
- Fagan, Brian. *Clash of Cultures*. New York: Freeman & Co., 1984.
- Farb, Peter. *Man's Rise to Civilization: The Cultural Ascent of the Indians of North America* 2nd ed. New York, Dutton, 1978.
- Frideres, James. *Native Peoples in Canada: Contemporary Conflicts*, 4th ed. Scarborough: Prentice Hall Canada, 1993.
- Johansen, Bruce. *Forgotten Founders: Benjamin Franklin, the Iroquois, and the Rationale for the American Revolution*, Ch. 4 "Such An Union." Ipswich, Mass.: Gambit, 1982.
- Lyons, Oren and John Mohawk. *Exiled in the Land of the Free: Democracy, Indian Nations and the U.S. Constitution*. Clear Light Publishers, 1992.
- Linton, Ralph ed. *The Governance of the Six Nations of the Grand River*. Ithaca: New York, 1949.
- Mallea, Paula. *Aboriginal Law: Apartheid in Canada?* Brandon, Man.: Bearpaw Press, 1994.
- Maracle, Brian. *Back on the Rez: Finding the Way Home*. Toronto: Penguin, 1997.
- McNabb, D. *Circles of Time: Aboriginal Land Rights and Resistance in Ontario*. Waterloo: Wilfrid Laurier Press, 1999.
- Monture-Angus, Patricia. *Journeying Forward: Dreaming Aboriginal Peoples' Independence*. Halifax: Fernwood Publishing, 1999.
- Morrison, R.B. and C.R. Wilson. *Native Peoples: The Canadian Experience*. Don Mills: Oxford University Press, 1995.
- Ponting, J.R. *First Nations in Canada: Perspectives on Opportunity, Empowerment and Self-Determination*. Toronto: McGraw-Hill-Ryerson, 1997.
- Through Indian Eyes: The Untold Story of the Native Peoples*. Montreal: Readers Digest Association, 1996.

Ray, Arthur. *I Have Been Here Since the World Began*. Toronto: Lester Publishing and Key Porter Books, 1996.

Reed, K. *Aboriginal Peoples: Building for the Future*. Don Mills: Oxford University Press, 1999.

Report of the Royal Commission on Aboriginal Peoples. Ottawa: Minister of Supply and Services, 1996.

Richardson, Boyce. *People of Terra Nullius*. Toronto: Douglas & McIntyre, 1993.

Ross, Rupert. *Dancing With a Ghost: Exploring Indian Reality*. Markham Ont.: Octopus Press, 1992.

Smart, Stephen and Michael Coyle. *Aboriginal Issues Today: A Legal and Business Guide*. North Vancouver: Self-Counsel Press, 1997.

Snow, John. *These Mountains Are Our Sacred Places*. Toronto: Samuel-Stevens, 1997.

Treaty 7 Elders and Tribal Council with Walter Hildebrant, Dorothy First Rider and Sarah Carter. *The True Spirit and Intent of Treaty 7*. Montreal and Kingston: McGill-Queen's University Press, 1996.

Williams, Paul. *Words That Came Before All Else*. North American Indian Traveling College, RR#3 Cornwall Island, Ontario.

Wright, Ronald. *Stolen Continents: The New World Through Indian Eyes*. Toronto: Penguin, 1993.

Newspaper

Windspeaker. (published by the Aboriginal Multi-Media Society) Edmonton. phone 1-800-661-5469

CD-ROM

The Great Peace. Brantford, Working World News Media. phone (519) 753-1111

Videos

History

Before Columbus: Invasion. National Film Board 1993. 50 min.

Conversion. NFB 1993. 50 min.

Rebellion. NFB 1993. 50 min.

Daughters of the Country Part 1. NFB 1987. 114 min.

The Other Side of the Ledger: An Indian View of the Hudson Bay Company. NFB 1972. 42 min.

Treaty with the Blackfoot. NFB 1977. 20 min.

Duncan Campbell Scott: The Poet and the Indians. NFB 1995. 56 min.

Forgotten Warriors. NFB 1997. 51 min.

Kanehsatake: 270 Years of Resistance. NFB 1993. 119 min.

Canada: A People's History, Episode 1: When the World Began. CBC Non-Broadcast Sales
phone (416) 205-6384

Current Issues

You Are on Indian Land. NFB 1969. 36 min.

Acts of Defiance. NFB 1992. 104 min.

Rocks at Whiskey Trench. NFB 2000. 105 min.

Flooding Job's Garden. NFB 1991. 57 min.

Riding the Great Whale. NFB 1994. 57 min.

Power. NFB 1996. 76 min.

Fort Good Hope. NFB 1977. 47 min.

Incident at Restigouche. NFB 1984. 45 min.

Blockade: Algonquins Defend the Forest. 1990. 26 min.

Time Immemorial. NFB 1991. 60 min.

Laxwesa Wa: Strength of the River. NFB 1995. 54 min.

Honour of the Crown. NFB 2001. 47 min.

“*The Nisga’a Settlement*.” CBC News in Review May 1996.

Us and Them. 1999 Vancouver 45 min. Tabuta Productions. phone (604) 684-3014

Politics of Self-Determination

Inherit the Earth. Kelowna, Filmwest Associates, 1995 26 min. phone (250) 769-3399

Dancing Around the Table Part 1. NFB 1987. 57 min.

Dancing Around the Table Part 2. NFB 1987. 50 min.

North of 60: The Third New Economy. NFB 1985. 28 min.

No Turning Back. NFB 1997. 47 min.

First Nations Blue. NFB 1996. 47 min.

Millennium: Tribal Wisdom in the Modern World Episode 9: The Tightrope of Power. Toronto, Media Image. phone (416) 462-2540

Tradition vs. Assimilation

Kevin Alec. NFB 1977. 16 min

The Red Dress. NFB 1978. 27 min

School in the Bush. NFB 1995. 15 min

Okimah. NFB 1995. 50 min

Mother of Many Children. NFB 1977. 57 min

Urban Elder. NFB 1997. 27 min

Ojigkwanong: Encounter with an Algonquin Sage. NFB 2000. 26 min

Spirit Wind. (50 min) Vancouver, Moving Images. phone (604) 684-3014

Red Run. NFB 2001. 22 min.

Internet

The URLs for the websites were verified by the writers prior to publication. Given the frequency with which these designations change, the teacher should always verify the websites prior to assigning them for student use.

<http://www.bloorstreet.com/300block/aborl.htm> – Bill’s Aboriginal Links
(a comprehensive and useful site)

<http://www.indigenous.b.ca/rcap.htm> (the full Royal Commission Report)

<http://ammsa.com/windspeaker>

<http://cbc.ca/news/indepth/aboriginals>

<http://www.ayn.ca> (The Aboriginal Youth Network)

<http://www.schoolnet.ca/aboriginals>

<http://www.goodminds.com>

<http://www.kstrom.net/isk/maps/mapmenu.html>

<http://www.abo-peoples.org/special.html>

<http://www.aboriginalcanada.gc.ca/abdit/interface/interfaceZ.nsf/engdocBasic/0.html>

<http://pwnhc.learnnet.nt.ca/research/otm/otm.htm>

OSS Considerations

“University/College preparation courses include content that is relevant for both university and college programs...teaching and learning will emphasize both theoretical aspects and related concrete applications of the course content.” (Ontario Secondary Schools Grades 9 to 12, p. 16)

This course attempts to balance a study of traditional, historical, and contemporary forms of Aboriginal governance that have occurred in the land now governed by Canada, but inhabited by Native people since time immemorial. Viewpoints on issues of governance vary widely and may lead to spirited debate and analysis, depending on regional issues of concern, and on levels of knowledge and trust when discussing certain sensitive issues.

As stated in OSS (p. 58) under 7.13 Anti-discrimination Education, “Learning activities should be designed to help students develop respect for human rights and dignity, and to develop a sense of personal, social, and civic responsibility. These activities should reflect diverse points of view and experiences, and should enable students to learn about the contributions of a variety of peoples, in the past and the present, to the development of Canada. Students should be encouraged to think critically about aspects of their own and their peers’ backgrounds, and the experiences and perceptions of others.”

The insight that can be gained through developing knowledge, awareness, and empathy for Aboriginal governance concerns can be invaluable for all students across Ontario, and indeed, Canada.

Coded Expectations, Aboriginal Governance: Emerging Directions, Grade 12, University/College Preparation, NDG4M

Identity

Overall Expectations

- IDV.01** · demonstrate an understanding that Aboriginal self-governance is grounded in Aboriginal peoples' beliefs and values;
- IDV.02** · demonstrate an understanding of various forms of social organization of Aboriginal peoples that help define their identity;
- IDV.03** · describe traditional forms of Aboriginal decision making and their relevance to contemporary efforts of Aboriginal peoples to establish their identity as autonomous peoples;
- IDV.04** · describe the impact that governance has with respect to Aboriginal identity.

Specific Expectations

Aboriginal World View

- ID1.01** – identify traditional beliefs and values that are part of Aboriginal identity and that affect Aboriginal decision making and leadership;
- ID1.02** – demonstrate an understanding of how traditional leadership practices (e.g., consultation with elders) are part of Aboriginal identity and integral to current decision-making practices;
- ID1.03** – identify approaches suggested by Aboriginal peoples to help Canadian society better understand the concept of Aboriginal identity and self-determination;
- ID1.04** – describe traditional and contemporary world views held by Aboriginal peoples and how these views promote positive growth and a sense of identity within Aboriginal communities.

Aboriginal and Canadian Relations

- ID2.01** – describe ways in which Aboriginal peoples continue the traditions and customs that are part of their identity in their efforts to govern themselves (e.g., consultation with elders; community-based, culturally sensitive birthing services that use a combination of traditional and modern practices; the Confederacy Council in Iroquoian communities);
- ID2.02** – demonstrate an understanding of how consensus and inclusive decision making, which are an integral part of Aboriginal identity, facilitate dialogue with the government of Canada;
- ID2.03** – describe the diverse identities of Aboriginal peoples and how this diversity influences relationships with other Canadians (e.g., separate political organizations for Status Indians, Métis, and Aboriginal women at the provincial and national levels).

Renewal and Reconciliation

- ID3.01** – describe the ways in which Aboriginal peoples are implementing strategies that reflect their traditional forms of governance (e.g., consultation with elders, the delivery of programs and services based on traditional values), which have always been an important part of their identities;
- ID3.02** – demonstrate an understanding of strategies used to strengthen Aboriginal identity that restore and revitalize Aboriginal communities (e.g., strategies that withstand incursions on Aboriginal lands or that demand respect for Aboriginal autonomy);
- ID3.03** – describe the aspects of traditional Aboriginal governance (e.g., the role of women, the role of elders, consensus in decision making) that are important factors guiding contemporary approaches to Aboriginal self-governance.

Relationships

Overall Expectations

- REV.01** · demonstrate an understanding of the historical context that underlies current relationships between Aboriginal peoples and the government of Canada;
- REV.02** · describe the changing nature of the legal and political relationships between Aboriginal peoples and the government of Canada;
- REV.03** · describe social and political conditions that affect the current dialogue between Aboriginal peoples and other Canadians.

Specific Expectations

Aboriginal World View

- RE1.01** – describe ways in which Aboriginal peoples define nation-to-nation relationships with the government of Canada (e.g., any of the “numbered treaties”);
- RE1.02** – demonstrate an understanding of Aboriginal peoples’ concept that they are the first peoples of the Americas;
- RE1.03** – demonstrate an understanding that the vision of self-governance varies among different Aboriginal peoples (e.g., different interpretations of the Two Row Wampum Belt).

Aboriginal and Canadian Relations

- RE2.01** – describe ways in which history influences the current relationship between Aboriginal peoples and the government of Canada (e.g., Royal Proclamation of 1763, the Jay Treaty of 1794, pre-Confederation treaties, the eleven “numbered treaties” from 1871 to 1921);
- RE2.02** – demonstrate an understanding of the legal and political relationship between Aboriginal peoples and the British Crown (e.g., the Covenant Chain, fiduciary obligation based on the Indian Act, the Niagara Treaty);
- RE2.03** – explain how unresolved legal and political issues between Aboriginal peoples and Canada contribute to contemporary conflicts (e.g., land title disputes, disputes over hunting and fishing rights, Aboriginal war veteran issues);
- RE2.04** – describe how modern treaties and negotiated agreements (e.g., the Nisga’a Treaty, the agreements leading to the creation of Nunavut Territory) reflect the position that Aboriginal peoples are entitled to determine their own future.

Renewal and Reconciliation

- RE3.01** – describe ways in which the Constitution Act of 1982 provides for the explicit recognition of Aboriginal peoples;
- RE3.02** – describe recent developments in the legal and political dialogue between Aboriginal peoples and the government of Canada (e.g., at Meech Lake, 1990; the Charlottetown Accord, 1992; the Royal Commission on Aboriginal Peoples, 1996);
- RE3.03** – describe some of the forums that Aboriginal peoples have participated in to solve some of the difficulties between Aboriginal peoples and Canadian society (e.g., the discussions leading to the creation of Nunavut Territory; the constitutional meetings involving the Assembly of First Nations, the Congress of Aboriginal Peoples, and the Inuit Tapirisat).

Sovereignty

Overall Expectations

- SOV.01** · identify a variety of Aboriginal peoples' views relating to sovereignty and governance;
- SOV.02** · describe how the self-determination of Aboriginal peoples is reflected in community-based activities;
- SOV.03** · identify various forms of decision making and leadership that facilitate the autonomy of Aboriginal peoples;
- SOV.04** · describe the concept of Aboriginal self-determination that involves the equitable sharing of lands, resources, and economic development.

Specific Expectations

Aboriginal World View

- SO1.01** – identify some of the principles related to self-determination advanced by Aboriginal peoples (e.g., the inherent right to self-determination, responsibilities and obligations to the earth and to all living things, accountability to future generations);
- SO1.02** – describe the responsibilities that Aboriginal peoples have traditionally associated with governance (e.g., maintaining protocols, respecting the internal autonomy of other Aboriginal nations or communities);
- SO1.03** – identify various models of decision making in Aboriginal communities (e.g., consensus, sentencing circles such as the Hollow Water Project);
- SO1.04** – demonstrate an understanding of the Aboriginal perspective that sovereignty is an inherent attribute from the Creator;
- SO1.05** – identify strategies that enable Aboriginal peoples to fulfil their accountability to future generations by assuming jurisdiction over aspects of their own communities (e.g., child welfare, conservation, resource management).

Aboriginal and Canadian Relations

- SO2.01** – identify Aboriginal community-based economic activities aimed at achieving Aboriginal self-reliance through the combined efforts of Aboriginal and non-Aboriginal peoples, governments, and institutions (e.g., the projects of the Inuit in Cape Dorset, the Akwesasne Mohawks, and the Mocrebec community on Moose Factory Island);
- SO2.02** – describe differing perspectives about the rights of Aboriginal peoples to govern themselves;
- SO2.03** – demonstrate an understanding of the governance models that enable Aboriginal peoples to exercise autonomy within the Canadian federation (e.g., that of the Akwesasne Mohawks);
- SO2.04** – describe examples of political discourse by federal and provincial governments and Aboriginal peoples relating to sovereignty (e.g., regarding East and West Coast fishing issues).

Renewal and Reconciliation

- SO3.01** – demonstrate an understanding of the Aboriginal commitment to self-determination (e.g., as shown by the Lubicon Cree and in the Nisga'a Treaty negotiations);
- SO3.02** – describe how the principles of self-determination provide Aboriginal peoples with a framework for the restoration of healthy Aboriginal communities;
- SO3.03** – assess the importance of community participation (e.g., the establishment of healing circles, the use of community consultation processes) in Aboriginal communities in the future;
- SO3.04** – identify strategies that reflect the aspirations of Aboriginal peoples to take responsibility for their own future.

Challenges

Overall Expectations

CHV.01 · identify the challenges involved in the implementation of self-determination;

CHV.02 · describe strategies to resolve land and jurisdictional issues affecting the future of Aboriginal and Canadian relations;

CHV.03 · demonstrate an understanding of the resourcefulness and commitment of Aboriginal peoples in addressing the needs of their communities;

CHV.04 · identify creative alternatives and solutions that promote economic self-reliance for Aboriginal communities.

Specific Expectations

Aboriginal World View

CH1.01 – identify the shared efforts of Aboriginal peoples to assume control of their lives through the pursuit of self-determination in ways that are consistent with the traditional understanding of sharing and interdependency (e.g., the experience of the James Bay Cree);

CH1.02 – describe the difference in how land is perceived by Aboriginal society and by Canadian society (e.g., in terms of respect for the land and all living things, compatible resource development, and sustainable small-scale economies) and explain the crucial importance of this difference to governance among Aboriginal peoples;

CH1.03 – explain how an Aboriginal world view is maintained in the implementation of Aboriginal self-determination (e.g., the restoration of the traditional leadership process, the restoration of consensus decision making, the importance of public debate);

CH1.04 – describe how Aboriginal peoples have adapted their traditions and customs (e.g., sentencing circles) as a response to contemporary society.

Aboriginal and Canadian Relations

CH2.01 – assess the potential for a respectful and reciprocal relationship between Aboriginal peoples and other Canadians;

CH2.02 – describe various areas of governance (e.g., health, education) that are the subject of negotiation between Aboriginal peoples and the federal government;

CH2.03 – describe the strategies that enable Aboriginal peoples to represent their communities in negotiations with provincial and federal governments (e.g., in the re-examination of terms in treaties, through coalitions with churches and non-governmental agencies);

CH2.04 – describe how the ways in which Aboriginal peoples perceive land (e.g., the Aboriginal belief that human beings were given special responsibilities to serve as stewards of the natural environment) may affect the future of Aboriginal and Canadian relations.

Renewal and Reconciliation

CH3.01 – demonstrate an understanding of Aboriginal peoples' perspective on the responsibilities associated with governance;

CH3.02 – identify the healing and restorative effects of traditional Aboriginal forms of governance;

CH3.03 – demonstrate an understanding of the degree to which Aboriginal peoples have attained self-determination through negotiated agreements (e.g., in the development of the Nisga'a Treaty, in the James Bay Agreement, 1975);

CH3.04 – describe the negotiating forums used to reconcile conflict and to promote renewed dialogue between Aboriginal peoples and the government of Canada (e.g., in the comprehensive claims process, in self-government negotiations led by the federal government).

Unit 1: Aboriginal World Views

Time: 15 hours

Unit Description

Students explore the basic principles and key concepts that are fundamental to the Aboriginal perspective on governance and the subsequent application of those principles and concepts to their relationships with Canada. Students develop an understanding of Aboriginal world views by investigating key concepts which are integral to the study of Aboriginal governance: inherent right, self-determination, sovereignty, nationhood, language, culture, holistic spiritual life and interrelationship to the land. Students investigate the challenges faced by First Nation community leadership in maintaining traditional perspectives and beliefs.

Activities: Titles and Time

| | | |
|--------------|----------------------------------|---------|
| Activity 1.1 | Personal Identity | 3 hours |
| Activity 1.2 | Cultural and National Identity | 4 hours |
| Activity 1.3 | Sovereignty and Nationhood | 4 hours |
| Activity 1.4 | Ceremonies, Customs, and Rituals | 4 hours |

Overall expectations and specific expectations from the four strands (Identity, Relationships, Sovereignty and Challenges) are clustered and identified for each of the activities for this unit. The expectations follow the detailed description of each activity listed below.

Activity 1.1: Personal Identity

Time: 3 hours

Description

Through rank-ordering various aspects of their lives, students try to discern their fundamental values. By writing short opinions, followed by discussion and analysis, the class examines the impact of two major types of “value-clusters” on individual personality. Particular focus is on the contrast between the traditional values of many Aboriginal societies (continuity, connection to the land) and the values of Western capitalism (profitability, innovation). Finally the class begins to consider the degree to which an individual shapes - or is shaped by - the values of his or her community.

Strand(s) & Learning Expectations

Strand(s): Identity

Overall Expectations

IDV.01 - demonstrate an understanding that Aboriginal self-governance is grounded in Aboriginal peoples’ beliefs and values.

Specific Expectations

ID101 - identify traditional beliefs and values that are part of Aboriginal identity and that affect Aboriginal decision making and leadership;

ID3.03 - describe the aspects of traditional Aboriginal governance (e.g., the role of women, the role of elders, consensus in decision making) that are important factors guiding contemporary approaches to Aboriginal self-governance;

SO3.02 - describe how the principles of self-determination provide Aboriginal peoples with a framework for the restoration of healthy Aboriginal communities;

SO3.03 - assess the importance of community participation (e.g., the establishment of healing circles, the use of community consultation processes) in Aboriginal communities in the future;

CH1.01 - identify the shared efforts of Aboriginal peoples to assume control of their lives through the pursuit of self-determination in ways that are consistent with the traditional understanding of sharing and interdependency (e.g., the experience of the James Bay Cree).

Prior Knowledge & Skills

The purpose of the activity is to help students uncover some of their personal values and to consider the cultural importance of tradition. While specific knowledge or experience of Aboriginal culture is not required, students need skills of self-analysis, synthesis, and personal expression which would have been developed in previous courses such as English, Social Sciences, or Native Studies and Native Literature courses in Grade 11.

Planning Notes

The teacher must be prepared for a wide divergence of values within the class. These differences must be handled with sensitivity and respect. Some students may at first be reluctant to share their values, but rank-ordering followed by short written opinions often serves to open up reluctant adolescents, especially in small group settings. The teacher should be prepared to encourage discussion by engaging in some degree of disclosure of his/her own key values.

Teaching/Learning Strategies

1. Rank the following in terms of how important they are to your life right now (1 most important; 11-least important)
 - a) relationship to your parents
 - b) relationship to your favourite sports team
 - c) relationship to your friends and peers
 - d) relationship to your grandparents or elders
 - e) relationship to your school
 - f) relationship to new ideas, innovation, new technology
 - g) relationship to animals, plants, other living things
 - h) relationship to your spiritual beliefs and practices
 - i) relationship to that one special person in your life
 - j) relationship to the geographic area where you live
 - k) relationship to popular culture: videos, music, TV, CDs
2. Based on this ranking, write a paragraph on what the most important values are in your life.
3. Write a description of what a person would be like if his/her key values were c, f, and k.
4. Write a description of what a person would be like if his/her key values were d, g, and j.
5. What would be the advantages of living in a society whose values are very traditional?
6. What would be the disadvantages of living in a society whose values are very traditional?
7. How important is tradition to you? Why?
8. How do you think your answer to Strategy 7 would compare to the answer of your grandparents? Is that good or bad?
9. Are you now happy with your answer to Strategy 2 above? List what you believe should be your key values.
10. Summary activity: Write a one page assignment to be submitted and evaluated on the topic "Who Am I? Individual Identity and Cultural Traditions," utilizing the above questions as a guide.

Assessment & Evaluation of Student Achievement

This is an introductory exercise intended to help students understand themselves. The teacher should take the opportunity to use formative assessment of student contributions and observed learning skills during group sharing and interactions. The written assignment should be evaluated for organization, clarity of thought, and grammatical correctness.

Accommodations

Strong or gifted students might take the opportunity to examine the values and traditions of particular groups. In a course focusing on Aboriginal issues they may choose to examine key values of familiar Aboriginal groups, but they should also be free to look at ethnic groups of other ancestries, e.g., Chinese, Italian, Irish, etc. However, the teacher needs to ensure that this does not become an exercise in mere stereotyping. Additional time for reflection and writing may be required for exceptional students.

Resources

Klimek, David. *Inner World, Outer World: Understanding the Struggles of Adolescence*. Ann Arbor, ERIC Clearinghouse, 1989.

Mitchell, John. *The Mental and Emotional Life of Teenagers*. Calgary: Detsilig Enterprises, 2001.

Activity 1.2: Cultural and National Identity

Time: 4 hours

Description

Students examine and analyse, through reading and listening, how traditional practices that have sustained Aboriginal nations continue to manifest themselves in present day leadership strategies for autonomy. Students explore how contemporary developments strive to restore balance between the natural and social environments. The focus of this activity is on Iroquoian examples but the teacher is encouraged to adopt this activity to the local Aboriginal culture.

Strand(s) & Learning Expectations

Strand(s): Identity, Relationships, Sovereignty, Challenges

Overall Expectations

SOV02 - describe how the self-determination of Aboriginal peoples is reflected in community-based activities.

Specific Expectations

ID1.01 - identify traditional beliefs and values that are part of Aboriginal identity and that affect Aboriginal decision making and leadership;

ID1.02 - demonstrate an understanding of how traditional leadership practices (e.g., consultation with elders) are part of Aboriginal identity and integral to current decision-making practices;

ID2.02 - demonstrate an understanding of how consensus and inclusive decision making, which are an integral part of Aboriginal identity, facilitate dialogue with the government of Canada;

RE1.02 - demonstrate an understanding of Aboriginal peoples' concept that they are the first peoples of the Americas;

CH1.02 - describe the difference in how land is perceived by Aboriginal society and by Canadian society (e.g., in terms of respect for the land and all living things, compatible resource development, and sustainable small-scale economies) and explain the crucial importance of this difference to governance among Aboriginal peoples;

CH1.03 - explain how an Aboriginal world view is maintained in the implementation of Aboriginal self-determination (e.g., the restoration of the traditional leadership process, the restoration of consensus decision making, the importance of public debate);

CH2.04 - describe how the ways in which Aboriginal peoples perceive land (e.g., the Aboriginal belief that human beings were given special responsibilities to serve as stewards of the natural environment) may affect the future of Aboriginal and Canadian relations.

Prior Knowledge & Skills

Identity is an important component of all Native Studies courses. Students may refer to past learning in Grade 9 and 10 Native Studies courses, or they may have investigated identity in the Grade 11 course *Aboriginal Beliefs, Values, and Aspirations in Contemporary Society* or in the Grade 11 course *Current Aboriginal Issues in Canada*. Several of these units of study have engaged students in critical examinations of issues of identity and of traditional systems of doing things. Some knowledge of business and marketing strategies will enhance the success of this activity.

Planning Notes

- The teacher should be prepared to provide a balance of conflicting ideologies as capitalist Western assumptions come to bear on Aboriginal ways of doing things.
- A First Nation community elder or knowledgeable person from a local cultural education centre Native Friendship Centre may present information on such themes as roles and responsibilities of title holders, or codes of behaviour and duty within a particular governance system. These understandings are frequently embedded in an oral tradition and are best suited to a direct intergenerational transmission.
- The teacher might preview videos that can be used in place of speakers and can gather a variety of print materials from the resource list and Internet sources.
- The teacher can review *The Royal Commission on Aboriginal Peoples Report, Volume I, Looking Forward, Looking Back*, pp. 631-634, *The Land That Supports Us* for background information.
- The teacher might access colleagues who teach business and marketing for marketing strategies and terms in current usage.
- The teacher who is not conversant with Iroquoian culture will need to be familiar with the concept of Turtle Island and with the spirituality behind the Thanksgiving Address. A good starting point would be the Internet site *Turtle Island Native Network*, especially the sections on “Culture” and the “The Great Law.” There are several related versions of the Thanksgiving Address. The first two Internet sites in the Resource List below are recommended reading.

Teaching/Learning Strategies

1. The teacher reviews the concept of the Iroquoian Thanksgiving Address. Students are asked to identify and list the 16 things the Iroquois give thanks for in that speech.
2. Students make links from the list to elements of the Creation story and map the value system of the Iroquois on an organizer shaped like a turtle.
3. Through guided discussion, students compare the significance of Turtle Island/Mother Earth concepts to the way land is perceived by Canadian society, with particular attention paid to the different approaches to trade and commercial ventures.
4. In small groups, students design a mini business plan which would be in keeping with the values of a traditional Aboriginal enterprise. The plans are presented to the class identifying the long-term and short-term goals of the venture.
5. The class critiques each business plan. Presenting groups should be prepared to defend their plan with solutions to the issues and problems identified by the class.

-
6. The teacher debriefs the exercise by:
 - asking students to share how/what they felt while defending their plan;
 - asking students how they felt as they critiqued the plans of others;
 - identifying common themes in short-term and long-term goals of all plans;
 - asking students to list possible governmental barriers to full economic participation.
 7. Students read the Elijah Harper interview in *Visions of Canada*, and then write a commentary on how Harper proposes to maintain an Aboriginal world view as Aboriginal self-determination is implemented.
 8. Students research the Constitution of the Iroquoian Confederacy/Haudenosaunee (the Iroquoian governance system) using materials gathered by the teacher from the resource list. If possible, have an Iroquoian faithkeeper speak to the class about the governance system of the traditional Council (also known as the Chiefs' Council).
 9. The teacher prepares a list of guiding questions or topics to search such as:
 - Operations of the Iroquois Confederacy were not originally recorded in written form. Find two methods of documentation that were/are used and describe their function. (wampum strings/belts and the Condolence Cane)
 - Describe the process involved in appointing the titleholders, i.e., chiefs, subchiefs, clan mothers, pine tree chiefs.
 - Using the faithkeeper's oral account, and/or Barreiro's book, describe how the Canadian and provincial governments have affected the traditional system of Council.
 - 10 Describe what impact the Canadian electoral system and other federal influences have had on Aboriginal communities, i.e., language, culture, and traditions. (*Stolen Continents* has an excellent account.)

Some communities are returning to "custom elections." The teacher could gather materials from a local Political Territorial Organization such as Association of Iroquois and Allied Indians or contact the Chiefs of Ontario office to gather information for students to research this current situation.

Assessment & Evaluation of Student Achievement

- Students should prepare the business plan report for a summative evaluation.
- An oral presentation would include not the text of their report but a brief summary of their findings with particular emphasis on their impressions.
- Peer assessments could be used in the group work process to help students assess the quality of their participation in class discussions. A checklist such as Appendix 1.2 might be provided to assist students in evaluating their peers.

Accommodations

- Students in some parts of Ontario may prefer (and are encouraged) to investigate beliefs and practices passed down by the oral traditions of local First Nation communities.
- For enrichment students, specific examples of "narrowing culture" could be investigated in which original concepts are being confused and in danger of being lost, e.g., does the Oneida Belt contain five squares or six squares? Did the Iroquois people originally engage in "sweats" and "smudging" ceremonies? Where did these practices originate?
- In some instances, students may be more suited to taping interviews with elders where possible or doing a video report to assist in collecting and presenting information and giving their impression of their findings, in lieu of the written research paper.

Resources

- Barreiro, Jose, ed. *Indian Roots of American Democracy*. Ithaca, New York: Cornell University American Indian Program, 1988.
- Barreiro, J. and C. Cornelius, eds. "Knowledge of the Elders: The Iroquois Condolence Cane Tradition." *Northeast Indian Quarterly*. Ithaca, NY: Cornell University, 1991.
- Fenton, William. *The Roll Call of the Iroquois Chiefs: A Study of a Mnemonic Cane from the Six Nations Reserve*. Bureau of American Ethnology, Smithsonian Institution, Washington D.C. 1950:30
- Haudenosaunee Environmental Task Force. *Words That Came Before All Else: Environmental Philosophies of the Haudenosaunee*. Native North American Travelling College. 1992.
phone (518) 358-3381
- Linton, Ralph ed. *Law and Government of the Grand River Iroquois*. New York: The Viking Fund Publications in Anthropology:12, 1949.
- Nash, Knowlton. *Visions of Canada: Searching for Our Future*. Toronto: McClelland & Stewart, 1991.
- Wallace, P. *The White Roots of Peace*. Ohsweken, Ont.: Iroquois Reprints, 1997.
- Wright, Ronald. *Stolen Continents: The New World Through Indian Eyes*. Toronto: Penguin, 1993.

CD-ROM

The Great Peace. Brantford, Working World News Media. phone (519) 753-1111

Video

- Cree Spoken Here*. Montreal, La Fete (48 min) (888-848-9667)
- Tundra & Taiga*. Montreal, La Fete (52 min) (888-848-9667)
- Kitikmeot: The Drum Dancer*. Montreal, La Fete (52 min) (888-848-9667)
- Kitikmeot: Uyavok: The Origin of Death*. Montreal, La Fete (52 min)(888-848-9667)
- Living With Mother Earth*. (24 min) Kelowna, Filmwest Associates (250-769-3399)
- Us and Them*. 1999 Vancouver 45 min. Tabuta Productions (604-684-3014)

Internet

- http://www.turtleisland.org/front/_front.htm
- <http://www.peace4turtleisland.org/pages/Thanks.htm>
- <http://www.thebeadsite.com>
- <http://www.wampumchronicles.com>
- <http://lists.nonprofit.net/listproc/archives/acra-1>

Activity 1.3: Sovereignty and Nationhood

Time: 4 hours

Description

Students investigate the meaning and significance of terminology commonly used by Aboriginal peoples when dealing with issues specific to sovereignty and nationhood. Students demonstrate an awareness of the meanings, discuss the implications of the terminology, and analyse the subsequent application of those concepts to regional and national issues.

Strand(s) & Learning Expectations

Strand(s): Identity, Relationships, Sovereignty, Challenges

Overall Expectations

IDV.04 - describe the impact that governance has with respect to Aboriginal identity;

SOV.01 - identify a variety of Aboriginal peoples' views relating to sovereignty and governance;

SOV.04 - describe the concept of Aboriginal self-determination that involves the equitable sharing of lands, resources, and economic development;

CHV.01 - identify the challenges involved in the implementation of self-determination.

Specific Expectations

ID1.01 - identify traditional beliefs and values that are part of Aboriginal identity and that affect Aboriginal decision making and leadership;

ID3.03 - describe the aspects of traditional Aboriginal governance (e.g., the role of women, the role of elders, consensus in decision making) that are important factors guiding contemporary approaches to Aboriginal self-governance;

RE1.02 - demonstrate an understanding of Aboriginal peoples' concept that they are the first peoples of the Americas;

SO1.01 - identify some of the principles related to self-determination advanced by Aboriginal peoples (e.g. the inherent right to self-determination, responsibilities and obligations to the earth and to all living things, accountability to future generations);

SO1.02 - describe the responsibilities that Aboriginal peoples have traditionally associated with governance (e.g. maintaining protocols, respecting the internal autonomy of other Aboriginal nations or communities);

SO1.04 - demonstrate an understanding of the Aboriginal perspective that sovereignty is an inherent attribute from the Creator;

CH1.03 - explain how an Aboriginal world view is maintained in the implementation of Aboriginal self-determination (e.g., the restoration of the traditional leadership process, the restoration of consensus decision making, the importance of public debate);

CH3.01 - demonstrate an understanding of Aboriginal peoples' perspectives on the responsibilities associated with governance.

Prior Knowledge & Skills

Prior knowledge may have been acquired from courses such as the Grade 10 course Aboriginal Peoples in Canada, the Grade 11 course Current Aboriginal Issues in Canada, or the Grade 11 course Aboriginal Beliefs, Values and Aspirations in Contemporary Society. Students should be familiar with the "mind-mapping" strategy from English, other Social Sciences, or Native Studies courses. The ability to synthesize and analyse information is required.

Planning Notes

- The teacher should ensure that appropriate resources, e.g. Internet access, Aboriginal newspapers, videos, books, etc., are available in the classroom or the library/resource centre.
- If possible, teachers should invite a local Aboriginal leader or traditional elder to speak to the class.
- Students should be encouraged to compare aspirations/beliefs of other peoples with those of Aboriginal peoples in order to compare similarities and/or differences in world views.
- If the teacher chooses Strategy 6 below, it would be advisable for students to discuss or submit beforehand to the teacher those questions to be asked during the interview.

Teaching/Learning Strategies

1. Develop a web or mind-map with “Aboriginal World Views” at the centre and clearly identify the key concepts such as inherent right, self government, self determination, sovereignty, nationhood, and the preservation of language and culture.
2. Post the specific concepts to be identified around the classroom or on a bulletin board. As the unit progresses, visual images or newspaper articles are added to demonstrate the concepts in a graphic manner.
3. If an Aboriginal speaker is not available, show a video that demonstrates the Aboriginal perspective on key concepts which have been developed. Examples might include *Canada: A People’s History - Part 1, When The World Began* (CBC), *Okimah* (NFB), *Laxwesa Wa: Strength of the River* (NFB).
4. Using the web or mind map developed above, have the class examine and expand upon the key concepts in Aboriginal world views. As a comparison point, note the perspectives of other peoples as to what comprises a specific nation or cultural identity. Sample questions are:
 - What attributes does a society have that makes it unique?
 - How important is the preservation of language and culture in your life?
 - What is a nation?
 - What is a sovereign nation?
 - How are self-government and self-determination inter-related?
 - How does a people plan for future survival?

Emphasis should be placed on the Aboriginal concept of inherent right with references to earlier activities in the unit, e.g., concepts of nationhood, creation stories, etc.

5. Students individually choose one key concept comprising the Aboriginal world view and prepare a brief written report to demonstrate an understanding of the concept. The report must include an example of a specific local or regional issue which demonstrates an example of an Aboriginal enactment of the key concept. Students should note the challenges faced by the First Nation community leaders in their attempts to maintain their traditional perspectives and beliefs. Resource materials should include Aboriginal writers and a bibliography.
6. An alternative assignment would be an oral presentation of the information gathered, either in a class setting or submitted on a cassette tape. Students choosing this option should be encouraged to interview an Aboriginal political/community leader who is involved in the specific example chosen.
7. Each student should include a definition of the key concepts in his/her notebook, either researched by the student or distributed by the teacher in a handout.

Assessment & Evaluation of Student Achievement

- Written reports can be marked based on a checklist focusing on writing and organizational skills, as well as the quality of the analysis and resources used.
- Oral reports can be marked according to content, resources, quality of delivery, and analysis.
- A short quiz on definitions and terminology should be used to ensure a clear understanding of the key concepts.

Accommodations

- Students with limited research skills could choose the oral presentation option.
- Students with enrichment needs could extend research to include additional examples of the key concept and/or to include additional legal references. Additionally, they might examine peoples in other parts of the world with claims to territorial sovereignty, e.g., Palestinians, Kurds, Chechens.

Resources

Text

Bird, John, Lorraine Land, and Murray McAdam. *Nation to Nation: Aboriginal Sovereignty and the Future of Canada*. Toronto: Irwin, 2002.

Council Fire: A Resource Guide. Brantford, Ontario: Woodland Cultural Centre, 1989.

Dickason, Olive. *Canada's First Nations: A History of the Founding Peoples From Earliest Times*. Don Mills: Oxford University Press, 1992.

Dorais, Louis-Jacques. *Quaqtaq: Modernity and Identity in an Inuit Community*. Toronto: University of Toronto Press, 1997.

Report of the Royal Commission on Aboriginal Peoples. Ottawa: Minister of Supply and Services, 1996.

Richardson, Boyce, ed. *Drumbeat: Anger and Renewal in Indian Country*. Toronto: Summerhill Press, 1989.

Richardson, Boyce. *People of Terra Nullius*. Toronto: Douglas & McIntyre, 1993.

Snow, John. *These Mountains Are Our Sacred Places*. Toronto: Samuel-Stevens, 1997.

Videos

From Time Immemorial. NFB, 1991, 52 min. 111C0190113

Before Columbus: Invasion. NFB, 1993, 50 min. 117C0192136

In Celebration of Nunavut (series). NFB, 44 min. 193C0199201

Internet

www.fng-gpn.gc.ca/

www.ammsa.com/windspeaker/

www.schoolnet.ca/aboriginals/

Activity 1.4: Ceremonies, Customs, and Rituals

Time: 4 hours

Description

Students research, discover, and demonstrate through presentations how the underlying ideas which inform Aboriginal world views are transmitted through ceremonial practices. The practical expression of the belief system is essential for the development of nationhood, and subsequently, of viable forms of governance. Students work from their current store of social and political rituals and, following a teacher-led example, towards a study of early, traditional ritual expressions of Aboriginal national identities.

Strand(s) & Learning Expectations

Strand(s): Identity, Sovereignty, Challenges

Overall Expectations

IDV.04 - describe the impact that governance has with respect to Aboriginal identity.

Specific Expectations

ID1.01 - identify traditional beliefs and values that are part of Aboriginal identity and that affect Aboriginal decision making and leadership;

ID3.03 - describe the aspects of traditional Aboriginal governance (e.g., the role of women, the role of elders, consensus in decision making) that are important factors guiding contemporary approaches to Aboriginal self-governance;

SO3.02 - describe how the principles of self-determination provide Aboriginal peoples with a framework for the restoration of healthy Aboriginal communities;

SO3.03 - assess the importance of community participation (e.g., the establishment of healing circles, the use of community consultation processes) in Aboriginal communities in the future;

CH1.01 - identify the shared efforts of Aboriginal peoples to assume control of their lives through the pursuit of self-determination in ways that are consistent with the traditional understanding of sharing and interdependency (e.g., the experience of the James Bay Cree).

Prior Knowledge & Skills

This activity builds upon the students' understanding of the theory and vocabulary gained in the previous activities of Unit 1, for example, elements of Aboriginal world views, the conditions for nationhood, and the challenges of defining both an individual and a cultural identity. Students who took the Grade 11 course Aboriginal Beliefs, Values, and Aspirations in Contemporary Society (NBV3C), or Contemporary Aboriginal Voices (NBE3U) or Contemporary Aboriginal Voices (NBE3C), may also find knowledge of traditional beliefs and stories beneficial. Students are also expected to draw upon research and presentation skills, and to demonstrate an ability to combine personal reflective practice with productive group discussion.

Planning Notes

Before implementing Activity 4, the teacher should review the terminology and key learnings from Activities 1-3. In terms of the teacher's short-and long-term planning, decisions will have to be made regarding how much, if any, of the research component of the activity will require dedicated class time; the time allotment provided here does not include the actual research time, as the expectation is that the students are capable of independent work by Grade 12. Similarly, the teacher must make an appropriate estimation of the class time required for the final presentations, based upon specific class size, and the particular requirements of the assigned presentations.

1. In preparation for the initial examination of contemporary social rituals, the teacher should gather numerous and diverse examples of personal, political, social, recreational, or spiritual activities which might be considered as expressions of cultural or national practices or values. These examples might range from the apparently trivial or recreational (*Hockey Night in Canada*, the high school prom), to the seemingly global (Christmas), to the institutional (local, provincial, and national elections).
2. The teacher must research examples of various Aboriginal ceremonies and traditional rituals, which embody the significant cultural traditions, the relevant natural and economic realities, and the spiritual values of a First Nation community.
3. The teacher should reserve library/resource centre/computer time, with the aid of library staff or other appropriate colleagues. Preview and prepare a list of appropriate websites and available hard copy resources. The teacher may also discover that resource persons from the local First Nation community are particularly invaluable, both in preparation for tasks 2 and 3, and throughout the implementation of the activity itself.
4. The teacher reviews elements of good presentations and clearly understands the rubrics process for teacher evaluations and peer assessments.

Teaching/Learning Strategies

1: Taking Stock of What We Know

Time: 1 hour

The idea that our lives are full of daily, occasional, seasonal, and annual rituals, and that those rituals help to define our identities, may be new to some students. This first task seeks to make connections between the earlier unit work on concepts of identity and nationhood, and the expressions of those concepts through ceremonial practices. Students engage in whole-class oral discussion, as well as personal reflective writing.

- A) The teacher leads a whole-class review and discussion of prior learning, with a focus on the vocabulary of culture and nation, the elements of identity, and the link between governance and sovereignty.
- B) The teacher introduces the connection between theory and practice through prepared Socratic questioning:
 - How does a nation encode its principles into its actions?
 - How are the essential spiritual and social tenets of a culture taught and reinforced?
 - How does the ceremonial life of a society express, transmit, or reflect its world view?
- C) The class engages in teacher-led discussion of the prioritization of values and practices. Ask:
 - Do you believe that some traditions are more meaningful, either personally or collectively, than others? Yes or No? Which ones and why? (Is there diversity or unanimity of opinion?)
 - What determines the relative significance of a particular ritual?
 - Can you identify the rituals, ceremonies, and traditional practices which have the most/least profound impact upon you – as an individual; as a member of a family; as a member of a peer group; as a member of a band, nation, cultural or ethnic group, or as a Canadian citizen?
- D) Students are encouraged to participate fully in the discussion, and to record their own ideas, as well as the ideas provided by classmates, into notes. These notes provide the stimulus for self-reflection and expression; for dialogue with peers and family; and even for analysis of local, regional, or national newspapers. Students record in reflective journals their reactions and ideas on the traditions and rituals which most meaningfully express their own identities. These journals are collected for assessment or evaluation following the work in Task 2.

2: Compile, Prioritize, and Reflect

Time: 1 hour

Through a mixture of discussion and informal debate, students attempt to identify which rituals shape their society, personally, politically, and culturally. The whole class then shares in a process of group prioritization, in order to recognize that all rituals are not equal in significance, and that consensus on their relative importance is not always easy to come by. This process allows students to develop and exercise their skills of analysis and argument, as they defend their choices and support their priorities.

- A) The teacher initiates an oral review of previous lesson, using student contributions on the topic. Ask: How difficult was it to describe or assess your personality/your character, in terms of your repetitive behaviours and social ceremonies?
- B) The teacher puts the following headings on the board, and has students do the same in notebooks: cultural; political; personal. Ask students to categorize all of the rituals, ceremonies, and traditions discussed yesterday, as well as those added by the students since then, under those three headings. There may well be opportunities for debate during this whole-class exercise. For example, should an annual celebration such as Christmas be regarded as personal (because of its connotations as a family celebration), as cultural (because of its ubiquity in the media), or even as political (because of the implications of multiculturalism, or its economic influence, and the commercialism which it serves/creates)? Clearly, this discussion should allow for some overlap between categories, and also for some disagreement, particularly in the personal domain.

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- C) The teacher then introduces the concept of prioritization, by suggesting that not all ceremonies listed are absolutely necessary to the preservation or expression of identity. As an example, the class might be asked to justify whether something like Halloween, as they practise it, really contributes anything significant to their understanding of themselves, their communities, or their nation. Remind them of yesterday's work establishing the idea that the ceremonial life of a society may play an important role in transmitting its world view, in encoding its values in practical form, and that without these higher purposes, rituals may be nothing more than trivial repetitive behaviours. Ask: Are there rituals we have listed on the board today which can be regarded as more trivial (in other words, those we gladly participate in, but which we also know we could sacrifice without any loss of personal or cultural identity)? Which then could we agree are the more significant? Which are central to our sense of ourselves and our communities, large and small? How easy/difficult is it to come to consensus on these matters? What are the larger implications of this ease/difficulty, this dis/agreement, for questions of governance, especially when one community exists beside or within another?
- D) Students leave class with a prioritized list of ceremonies, categorized under three headings. They are assigned the task of reflecting upon the processes of listing, grouping, prioritizing, defending, and listening to the divergent viewpoints of their classmates. This reflection is put into a journal, to be submitted along with the written reflection which followed Task 1 of this activity.

3: Traditional Expressions of Aboriginal Identity

Time: 2 hours

In this class, the teacher introduces the students to a sample of an Aboriginal ceremony, custom, or ritual, which clearly expresses some aspect of an Aboriginal world view. Through this teacher-led examination of fully integrated belief and practice, the link between philosophy and behaviour establishes a practical demonstration of true sovereignty, and suggests the essential place of meaningful practice in the exercise of governance. Students build upon the teacher's example to research, prepare, and present a similarly informed and integrated study of another Aboriginal traditional ritual, as the culminating activity for the first unit of the course.

- A) The teacher, having developed some awareness of the level of students' knowledge of Aboriginal societies and their practices, asks for examples of traditional ceremonies, customs, and rituals which students believe share the elements for cultural significance discussed in Task 2. Depending upon the demographics of the class, or the degree of prior knowledge, the teacher can supply examples; otherwise, a short list which might come from this question could include: the *potlach*, the *Sun Dance*, *Thanksgiving*, the *sweat lodge*, *Vision Quests*, *pow wows*, or *burial rituals*.
- B) The teacher chooses from the class-generated list, or else chooses to develop an Aboriginal ritual prepared in advance. Preparation in advance for this stage is extremely important, as the teacher is going to model the organization and content to be required of the students in their final unit task. The teacher either supplies, or elicits from the class, the essential ingredients of analysis of any particular cultural ceremony. Put these elements on the board: Name of Ceremony; Group Origins; Format/Description of Ceremony; Frequency; Cultural Significance; History.
- C) The teacher then presents the students with a sample content analysis of the chosen (and previously prepared) Aboriginal ceremony, custom, or ritual. (Appendix 1.4.1 provides a sample analysis, addressing each of the aforementioned criteria, for the Potlach ceremonies of the Haida of the Pacific coast). Students are expected to take careful note of both the organizational model, and of the detail and specific content of this example.
- D) Students choose one topic from the class-generated list of ceremonies. This selection is to be researched, prepared, and presented to the class, as the culminating task for Activity 4 and for Unit 1. The teacher can decide whether an adequate list of topics has been generated in class, or whether more options need to be supplied in order to avoid repetition in presented material.

-
- E) The task of conducting adequate research, if entirely done within class time, will certainly exceed the time allotment for this activity. However, an expectation of additional time commitment to research tasks is not unreasonable. Teachers will have to adjust their own short and long-term planning to accommodate a class for which these expectations may not be appropriate.
- F) Students should demonstrate an understanding of both research methodology and effective presentation skills. These should be briefly reviewed by the teacher with the whole class. The research component may include a minimum number and diversity of sources, including print, electronic, and if possible, oral; the presentation component may include a required audio-visual or multimedia element. Invitations to guest lecturers, displays of cultural artifacts, or any other creative avenues may also be suggested to students as means of achieving the goals of this culminating activity. Evaluation rubrics should be clearly developed for both elements of the students' demonstrations.

Assessment & Evaluation of Student Achievement

Part 1: Thinking/Inquiry; Communication

- Anecdotal diagnostic and formative assessment. Through class discussion, the teacher assesses students' recognition, identification, and interpretation of the ideas of ceremonies, customs, and rituals as carriers of social, spiritual, and personal meaning and identity.
- Anecdotal assessment of students' written, reflective journal responses.

Part 2: Thinking/Inquiry; Communication

- Formative assessment using students' class contributions, looking for demonstrations of respectful dialogue, and for a developing understanding of the principles of informed, informal debate; students are expected to defend categorization and prioritization with supporting evidence.
- Anecdotal assessment of students' written, reflective journal responses.

Part 3: Knowledge; Thinking/Inquiry; Communication; Application

- Anecdotal assessment of student note-making, based upon the teacher demonstration of content analysis; look for organizational clarity, as well as content completeness.
- Informal, ongoing formative assessment of students' research is possible if the research process is done in-class, instead of independently. Similarly, informal assessment of presentation skills is possible, if preparation and rehearsal time is included in class planning.
- Formal evaluation of both research and presentation tasks, conducted through clear rubrics, checklists, or marking schemes, which have been developed with or presented to the class in advance (see Appendix 1.4.2 for a sample rubric for the oral presentation).

Accommodations

All activities and tasks have been designed with the expectation that students have developed particular skills, if not a specific knowledge base, throughout their prior years of schooling; all activities and tasks have performance expectations appropriate to university- and college-destination courses. However, students with identified exceptionalities may require certain accommodations in order to have the opportunity to meet the overall and specific expectations for each activity. These accommodations may include the chance to prepare lists of customs in advance of class discussions, a reduced expectation in the length of journal responses, or working with a partner during the research and presentation tasks. Adjustments in time allotted for research may also be considered appropriate for maximum student performance.

Resources

Text

Ahenakew, Freda, Brenda Gardiply and Barbara Lafond, eds. *Voices of the First Nations*. Toronto: McGraw-Hill Ryerson, 1995.

Alfred, Taiaiake *Peace, Power, and Righteousness: An Indigenous Manifesto*. Don Mills: Oxford University Press, 1999.

Clark, Ella Elizabeth. *Indian Legends of Canada*. Toronto: McClelland and Stewart, 1991.

Mitchell, Mike and Barbara Barnes. *Traditional Teachings*. Cornwall Island: North American Indian Travelling College, 1984.

Reed, Kevin, ed. *Aboriginal Peoples: Building for the Future*. Don Mills: Oxford University Press, 1999.

Smith, Gary. "Keepers of the Past." *Voices of the First Nations*. Toronto: McGraw-Hill Ryerson 1995.

Video

The Potlatch. (28 min) Kelowna, Filmwest Associates, 1999. (250-769-3399)

A Season For Sharing. Montreal, La Fete. (888-848-9667)

I'tusto: To Rise Again. (54 min) Vancouver, Moving Images. (604-684-3014)

Internet

www.bloorstreet.com/300block/aborcan.htm

www.ammsa.com/ammsalinks.html

www.yukoncollege.yk.ca/~agraham/nostbm.htm

www.turtleisland.org

www.sicc.sk.ca/cgi-bin/

www.schoolnet.ca/aboriginal/umista2/index-e.html

Appendix 1.2

Peer Checklist: Evaluating An Aboriginal Business Plan

1. Does the business plan fulfill a social need?
- (or) provide a valuable service?
- (or) market a useful product?
2. Does the plan consider traditional Aboriginal connections to land, water, other living things?
3. Does the plan honour other Aboriginal values?
4. Would the plan be acceptable to community elders?
5. Was the plan well-researched?
6. Was the presentation clear and understandable?
7. Does the plan seem economically feasible?
8. Would you consider working at this enterprise?

Appendix 1.4.1 – Activity 4 - Task 3C

Sample Content: Analysis of Aboriginal Ceremony, Custom, Ritual

Name of Ceremony: The *Potlach*, meaning “to give”

Group Origins: The particular nation whose potlach is being described is the Haida

Frequency: Originally, potlaches were held to mark significant occasions, such as marriages, naming of children, transfers of rights and privileges, or mourning for the dead; later potlaches were held in winter, or in difficult weather.

Description: Guests invited to participate are given gifts; the more gifts distributed, the higher the status conferred upon the host; it also could involve a recitation of the family history, dancing, and a display of various ceremonial items, such as coppers, masks, whistles.

Cultural Significance: The potlach marks important occasions in the lives of the Haida naming of children, marriage, mourning the dead, or transfers of rights and privileges. The potlach is also a time of family and community pride, a time to display the host family’s masks, and other significant objects, such as coppers, rattles, and whistles, each of which convey symbolic and practical meaning. For example, the coppers were symbols of wealth, each with its own story, design, and economic value (when these were deliberately destroyed, it was a display of affluence – a display which was misunderstood by government agents and missionaries, perhaps deliberately, and used as an excuse for the banning of the potlaches on economic grounds). The masks were also symbolic, crafted to represent birds and other natural beasts indicative of the local environment, as well as creatures drawn from legends and myths of the nation itself.

History: Potlaches had been traditional practice long before contact with Europeans, and initial contact brought no immediate opposition to these ceremonies. Opposition grew with the arrival of missionaries and government agents – the federal government was pressured to enact prohibitive legislation on the grounds that the potlaches were evidence of uncivilized and economically irresponsible behaviour (no doubt a reference to the fact that often goods were deliberately and ceremoniously destroyed as a sign of the host’s status and prosperity).

The first anti-potlach legislation was enacted in 1884, but its vague wording allowed the ritual to continue. After a huge potlach on Village Island in 1921, however, 45 people were charged under section 149 of the Indian Act: offences included “making speeches,” “dancing,” “arranging articles to be given away,” and “carrying gifts to recipients.” Eventually, 20 men and women served two-to-three-month sentences at Oakalla Prison. The Indian Agent from Alert Bay seized the ceremonial gear, which was then shipped away and distributed amongst museums in Ottawa and Toronto, and to private collectors in New York, as well as to the private collection of Duncan Campbell Scott, Superintendent General of Indian Affairs. As a result, the tradition of potlaches went underground – one particular adjustment was to hold the ceremonies in the most severe weather conditions possible, usually in winter, to decrease the likelihood and ability of government agencies to interfere.

Section 149 of the Indian Act was deleted (not repealed) in 1951 with the revision of the Indian Act. The U’Mista Cultural Centre opened in November 1980, and displays those artifacts which have been recovered.

Appendix 1.4.2 – Sample Evaluation Rubric: Oral Presentation on Aboriginal Ceremonies
(Unit 1 - Activity 4 - Task 3D)

| Criteria | Level 1 (50-59%) | Level 2 (60-69%) | Level 3 (70-79%) | Level 4 (80-100%) |
|---|---|---|--|---|
| Knowledge/ Understanding (information, content, degree of completeness) | - demonstrates limited understanding of the nature and elements of the ritual; no evidence of significance | - demonstrates some understanding of the basic factual elements; limited sense of meaning | - demonstrates considerable understanding of nature and elements of ritual; clear sense of meaning | - demonstrates thorough treatment of ritual elements; insightful discussion of significance |
| Thinking/ Inquiry (analytical skills informing the presentation) | - displays little evidence of logic in relating content to issues of governance or cultural identity | - displays some logical presentation of ideas; some connections to governance and cultural identity | - displays considerable understanding of connections between facts and concepts of governance and cultural identity | - displays clear logic, insightful recognition, and explanation of relationships between elements and concepts |
| Communication (sense of audience and purpose; organization) | - demonstrates little awareness of audience or purpose - displays disorganized presentation of information | - demonstrates some sense of audience and purpose - displays rudimentary presentation and organization | - demonstrates clear sense of audience and purpose - displays effective transitions and organized presentation | - demonstrates confident and effective sense of audience and purpose - displays clear and confident presentation of connections |
| Application (use of voice, visual aids, language conventions) | - uses an inaudible, monotonous, or otherwise inadequate voice - demonstrates limited effective use of visual aids - uses inappropriate, distracting, or ungrammatical language | - some effective use of voice - displays minimal effective use of visual aids - displays inconsistent control of language conventions | - uses an effective voice - visual aids contribute to effective presentation - displays consistent control of language conventions | - uses a clear and engaging voice - demonstrates creative and appropriate use of visual aids - uses language conventions with accuracy and confidence |

Note: A student whose achievement is below Level 1 (50%) has not met the expectations for this assignment or activity.

Unit 4: Renewal and Reconciliation

Time: 30 hours

Unit Description

Students examine recent examples of attempts by First Nation communities and individuals to define, determine, and exercise the principles of Aboriginal governance. The unit concentrates on the renewal of traditional forms of governance, both as a reflection of the aspirations of Aboriginal peoples, and as a healthy and responsible strategy in the creation of a workable future for self-determination. Students identify the ongoing influence of Aboriginal world views, of traditional forms, and of the historical influences of colonial relationships with Canadian governments, to recognize how the past provides not only the obstacles, but also the potential solutions, to the challenges of reconciliation and self-determination. Through careful analysis of relevant contemporary case studies, the teacher models the skills that students will later apply in the Unit 5 Culminating Activity. These case studies may include political topics such as the formation of the territory of Nunavut, the James Bay agreements, the Nisga'a land claims settlement, or local issues concerning land or resource use. Less political approaches to governance are also possible areas for investigation: sentencing circles, the re-emergence of traditional forms of health care, new directions in community economic activity, and Aboriginal initiatives in education.

Activities: Titles and Time

| | | |
|--------------|---|----------|
| Activity 4.1 | The Royal Commission: Aboriginal Voices | 5 hours |
| Activity 4.2 | The Canadian Government's Response | 6 hours |
| Activity 4.3 | Reconciling Two Systems | 4 hours |
| Activity 4.4 | National Issues | 10 hours |
| Activity 4.5 | Localized Issues | 5 hours |

Overall expectations and specific expectations from the four strands, Identity, Relationships, Sovereignty and Challenges are clustered and identified for each of the activities in this unit. They follow the detailed description of each activity listed below.

Activity 1: The Royal Commission: Aboriginal Voices

Time: 5 hours

Description

Students work in groups to identify an issue, analyse the issue through research, and demonstrate an understanding of the issue through oral presentations. The primary information source is the Report of the Royal Commission on Aboriginal Peoples (RCAP). Students are asked to provide a philosophical base for their identified issue and to demonstrate how that philosophical base relates to the issue.

Strand(s) & Learning Expectations

Strand(s): Identity, Relationships, Challenges

Overall Expectations

IDV.01 - demonstrate an understanding that Aboriginal self-governance is grounded in Aboriginal peoples' beliefs and values.

Specific Expectations

ID1.03 - identify approaches suggested by Aboriginal peoples to help Canadian society better understand the concept of Aboriginal identity and self-determination;

RE2.03 - explain how unresolved legal and political issues between Aboriginal peoples and the Canadian government contribute to contemporary conflicts;

CH1.01 - identify the shared efforts of Aboriginal peoples to assume control of their lives through the pursuit of self-determination in ways that are consistent with the traditional understanding of sharing and interdependency;

CH3.01 - demonstrate an understanding of Aboriginal peoples' perspectives on the responsibilities associated with governance.

Prior Knowledge & Skills

This activity provides an opportunity for students to expand upon the knowledge gained in Unit 1, such as knowledge of Aboriginal world views and the basic principles and key concepts of Aboriginal governance. Students are expected to utilize research skills, to analyse and synthesize information, and to demonstrate their oral presentation skills using a variety of innovative approaches. This activity also builds on concepts from the Grade 10 course *Aboriginal Peoples in Canada*, and the Grade 11 course *Aboriginal Beliefs, Values, and Aspirations in Contemporary Society*.

Planning Notes

- The teacher should preview a video about the Royal Commission on Aboriginal Peoples, e.g., *No Turning Back* or a video that illustrates contemporary challenges in implementing self-government while preserving traditional beliefs.
- The teacher should briefly explain the purpose of a Royal Commission.
- The teacher should be familiar with the Royal Commission on Aboriginal Peoples, the highlights of the report including some of the recommendations, and the means of accessing the report, e.g., CD-ROM, community library, and related resources.
- The teacher provides a visual concept of a Medicine Wheel to use as a basis for a class discussion on how Aboriginal peoples want to preserve their beliefs and traditional ways in new governance structures.
- Emphasis should be placed on students' ability to determine the extent to which a philosophical base can be incorporated into practice by using their own experiences as a point of comparison.
- In the event that the Report of the Royal Commission on Aboriginal Peoples is not available, students could use alternate sources, such as policy documents or other research studies.

Teaching/Learning Strategies

1: Governance Aspirations

Time: 1 hour

The goal of the first task is to make connections between the philosophical base of Aboriginal peoples' beliefs and the enactment of those beliefs into action, using governance issues as an example. The Report of the Royal Commission on Aboriginal Peoples provides a comprehensive documentation of the governance aspirations of Aboriginal peoples. Students view the video, and participate in a discussion about why Aboriginal peoples desire to develop their governance structures based on a philosophy that is grounded in traditional beliefs and values. The Medicine Wheel is used to illustrate how the four elements of the wheel (physical, spiritual, emotional, and intellectual) are key components of a holistic foundation for governance.

-
- A) The teacher reviews the components of the Medicine Wheel and then asks the class to note the following while watching the video:
- What are the main issues that are raised in the video?
 - What do Aboriginal people want?
 - Is there a philosophical base, e.g., concepts of land, culture, etc., for those aspirations?
 - How are the components of the Medicine Wheel addressed in these aspirations?
- B) The class views the video and then the teacher leads the class discussion based on the questions. The teacher uses Socratic questioning to introduce the connections between philosophy and practice. The students are encouraged to provide similar examples of this connection in their own lives.
- C) The teacher provides a summary of the discussion and uses the Medicine Wheel to provide a brief example of a holistic approach to a governance issue, e.g., a healing lodge, medical services, elder care.
- D) The teacher explains what a Royal Commission is, why it is undertaken, and that the results of the nationwide consultations are documented in the final report.

2. What Are the Issues?

Time: 4 hours

Students, working in groups, examine a variety of governance-related issues which are reflected in the recommendations of the Report of the Royal Commission on Aboriginal Peoples (RCAP) and produce an oral report.

- A) The teacher notes at least five main governance areas (education, justice, social development, economic development, language and culture) and explains some of the characteristics of each topic. When the list is compiled, the teacher leads a class discussion in identifying historical or contemporary issues, which are then placed into one of the categories. The teacher prompts students to make connections between philosophical foundations and the issues.
- B) The teacher explains the significance of the recommendations contained in the RCAP report and the process by which the issues were identified through consultations and research.
- After the discussion, six groups of students are formed.
 - Each group chooses an issue from the RCAP or an alternate research document. The group researches the issue, and presents the information to the class in a press conference format (the remainder of the class are reporters who ask questions at the conclusion of the presentation)
 - The group members role-play as members of the Aboriginal group involved in the issue, e.g., Chief, Elder, Historian, Lawyer.
- C) Each group includes the following in their presentation:
- A one-page press release distributed to the class before the presentation.
 - A description of the issue and a brief history of the issue. (CH3.01)
 - Identification of the philosophical base of the issue, e.g., concepts of land, cultural preservation.
 - A description of the challenges that were faced in dealing with the issue in ways that are consistent with traditions of sharing and interdependency. (CH1.01)
 - A description of any unresolved legal or political issues that have contributed to any contemporary conflicts regarding the issue. (RE2.03)
 - A public relations strategy is to be developed which outlines the steps the Aboriginal group will take to explain the issue to the general Canadian public. (1D1.03)

It is anticipated that some additional research time may be required outside of regular class time.

Students are encouraged to be innovative and creative in their presentations. The primary research source should be the RCAP Report supported with secondary sources, e.g., newspapers, videos, interview.

Alternate documents can be substituted when the RCAP Report is not available. Students are encouraged to obtain information from primary Aboriginal sources such as local Native organizations or First Nation Band Councils.

Assessment & Evaluation of Student Achievement

Part 1: Thinking/Inquiry; Communication

- Anecdotal formative assessment based on class discussions; teacher assesses students' ability to apply prior knowledge of Aboriginal world views to the study of specific issues.

Part 2: Knowledge; Thinking/Inquiry; Communication; Application

- Anecdotal formative assessment of student group interaction. Formal evaluation of group interactions, research, and presentation skills conducted through rubrics, or a marking scheme which has been presented to the class at the beginning of the activity.

Part 3: Teachers use the sample case study organizer (Appendix 4.1.1) to ensure that criteria of assignments are completed satisfactorily.

Accommodations

- Students with identified exceptionalities may require specific accommodations. For example, students with reading limitations should be encouraged to use audio tapes, interviews, videos, etc. to gather information.
- Some students may be provided with a list of "key Aboriginal values" as they work through the historical and contemporary issues of "What Are The Issues?" above.

Resources

Print

Bird, John, Lorraine Land, and Murray McAdam. *Nation to Nation: Aboriginal Sovereignty and the Future of Canada*. Toronto: Irwin, 2002.

Castellano, Marlene, Lynne Davis, and Louise Lahache. *Aboriginal Education: Fulfilling the Promise*. Vancouver: UBC Press, 2000. ISBN 0-7748-0783-0

For Seven Generations. Ottawa: Libraxus www.libraxus.com (Report of the Royal Commission on Aboriginal Peoples on CD-ROM)

Report of the Royal Commission on Aboriginal Peoples. Ottawa: Minister of Supply and Services, 1996.

Warry, Wayne. *Unfinished Dreams: Community Healing and the Reality of Self-Government*. Toronto: University of Toronto Press, 1998. ISBN 0-8020-7917-2

Video

No Turning Back. NFB 1997 47 minutes

Dancing Around the Table Part 1. NFB 1987 57 min

Dancing Around the Table Part 2. NFB 1987 50 min

Honour of the Crown. NFB 2001 47 min

Internet

<http://ammsa.com/windspeaker>

<http://cbc.ca/news/indepth/aboriginals>

<http://www.goodminds.com>

<http://www.inac.gc.ca>

<http://www.afn.ca>

<http://www.Aboriginalcanada.gc.ca>

<http://www.abo-peoples.org>

<http://www.tapirisat.ca>

<http://www.fng-gpn.gc.ca>

Activity 2: The Canadian Government's Response

Time: 6 hours

Description

The teacher models an analysis of a case study and demonstrates linkages of that study to the recommendations in the Report of the Royal Commission on Aboriginal Peoples (RCAP). The format of the critical analysis is prescribed and students work individually or in pairs to gather the required information. Students view a video, and a reading is assigned to encourage critical thinking skills.

Strand(s) & Learning Expectations

Strand(s): Relationships, Challenges

Overall Expectations

REV.03 - describe social and political conditions that affect the current dialogue between Aboriginal peoples and other Canadians.

Specific Expectations

RE2.02 - demonstrate an understanding of the legal and political relationship between Aboriginal peoples and the British Crown;

CH3.04 - describe the negotiating forums used to reconcile conflict and to promote renewed dialogue between Aboriginal peoples and the government of Canada.

Prior Knowledge & Skills

Students with a background in the Grade 11 course Current Aboriginal Issues in Canada (NDA3M), or the Grade 11 course Aboriginal Beliefs, Values, and Aspirations in Contemporary Society (NBV3C), may benefit from prior knowledge of the perspectives of Aboriginal peoples as they deal with contemporary challenges. Students are expected to utilize electronic research skills, and to analyse an issue critically.

Planning Notes

The time allotment in this activity allows for 2 hours of class research time. If facilities are available, students are expected to acquire contemporary information from Internet sources. The teacher models the case study approach and the students analyse a specific issue based on that model. The final class involves a discussion with informal sharing of the research results.

- The teacher needs to gather background information in order to prepare a case study that is used as a model for the class to emulate. The case study should involve an issue of provincial or national interest and address all of the points in the Case Study Organizer (Appendix 4.2.1).
- Volume 5 of the RCAP Report includes a Summary of Recommendations; in addition, an on-line version can be obtained at www.aboriginalcanada.gc.ca under Policy, Research, and Statistics.
- The teacher should reserve library/resource centre/computer time, and may benefit from the aid of library staff or other appropriate colleagues. A preliminary list of websites and other resources should be provided to the students. Students should be asked to document all information sources, using proper citations.
- Students should be encouraged to use local issues as their case study, to contact appropriate resource persons and to use local and Aboriginal media sources, e.g., newspapers.
- Research skills, the ability to analyse an issue critically, and to document the results in a concise manner are essential elements of this activity.
- An alternate approach would be to have the students work in groups to complete the Case Study Organizer, according to categories as noted in RCAP: Sample Categories (Appendix 4.2.2).

Teaching/Learning Strategies

1: Recommendations of the Royal Commission on Aboriginal Peoples (RCAP)

Time: 1 hour

A summary overview of the results of the recommendations from the RCAP provides the students with a feeling for the broad scope of the Commission. The purpose of this task is to encourage the students to recognize linkages between Aboriginal beliefs and aspirations and contemporary issues. The teacher facilitates a whole class discussion designed to share factual information and encourage independent thinking.

- A) The teacher presents factual information regarding the RCAP recommendations using handouts and/or an overhead projector.
- B) The teacher uses selected recommendations to demonstrate how they fit into the categories as outlined in RCAP: Sample Categories.
- C) The class engages in a teacher-led discussion of the results of the Commission using prepared Socratic questioning:
 - What kinds of recommendations did the Commissioners make?
 - Do the recommendations reflect the beliefs, values and aspirations of Aboriginal peoples?
 - Are the recommendations realistic?
 - Should the recommendations be implemented?
 - Do you agree with these types of recommendations?
- D) Students are encouraged to identify linkages between Aboriginal beliefs, values and aspirations and the recommendations that are made, drawing on prior learning from Units 1, 2 and 3.

2: A Case Study

Time: 1 hour

The teacher presents a case study that has been researched and prepared using the Case Study Organizer (Appendix 4.1.1). This presentation illustrates the type of process that is expected of the students. Students are expected to take notes for use in developing their own study.

3: Research/Teacher Conferencing

Time: 1 hour

Students use a variety of research methods including Internet searches, media, library, and contacts made with Aboriginal organizations/individuals to gather information and complete the Case Study Organizer. Teacher conferencing is required for approval of topic and research support. Students who require guidance on topic choice might consult Appendix 4.2.1.

4: Sharing the Results

Time: 1 hour

The teacher places headings around the classroom of the general categories of the RCAP recommendations as noted on the RCAP: Sample Categories. Students note the number of their selected recommendation under the appropriate category. Students meet in groups, according to the selected category, to discuss their results prior to the whole class discussion. The teacher then facilitates a class discussion as the class shares the results of their research. Students submit their Case Study Organizer for formal evaluation by the teacher.

5: Renewal and Reconciliation?

Time: 2 hours

In this final task, the purpose is to encourage students to analyse the relationship that exists between Aboriginal peoples and the British Crown, the government of Canada, provincial and municipal governments. Students review a specific reading in preparation for this class. Students view a video that illustrates the complex nature of the relationships that pertain to Aboriginal peoples.

- A) The teacher assigns a reading prior to the class that provides a summary of the RCAP report, e.g., ‘Gathering Dust or Gathering Strength’ in *Nation to Nation*.
- B) The class views a video, e.g., *Dancing Around the Table, Part Two*, that illustrates the different perspectives of the Aboriginal peoples and the various governments that are stakeholders in the Aboriginal goal of self-determination and self-government.
- C) The teacher leads a class discussion based on the following questions:
 - Who are the major stakeholders involved in the Aboriginal peoples’ efforts to obtain self-government and self-determination?
 - Are there any differences in the perspectives of the stakeholders involved?
 - Who holds the position of power in the relationship?
 - What types of negotiating forums are being used in an attempt to reconcile the issues?
 - Has the RCAP report been successful in identifying and addressing the issues?

Assessment & Evaluation of Student Achievement

- Knowledge; Thinking/Inquiry; Application
Formal assessment of the individual Case Study will be conducted to determine knowledge and the ability to analyse an issue within a prescribed framework. The teacher and students jointly determine criteria for evaluation based on sample categories outlined in Appendix 4.2.1.
- Communication
Anecdotal formative assessment of student participation in class and group discussions.

Accommodations

The case study could be completed with an emphasis on visual and oral sources for students with reading challenges. Students with enrichment needs could utilize additional resources such as policy documents, personal contacts with stakeholders, etc.

Resources

Print

Castellano, Marlene, Lynne Davis, and Louise Lahache. *Aboriginal Education: Fulfilling the Promise*. Vancouver: UBC Press, 2000. ISBN 0-7748-0783-0

For Seven Generations. Ottawa: Libraxus www.libraxus.com (RCAP on CD-ROM)

Land, L. “Gathering Dust or Gathering Strength: What Should Canada Do with the Report of the Royal Commission on Aboriginal Peoples?” in Bird, John, Lorraine Land, and Murray McAdam, eds. *Nation to Nation: Aboriginal Sovereignty and the Future of Canada* (pp. 131 -138). Toronto: Irwin, 2002.

Report of the Royal Commission on Aboriginal Peoples. Ottawa: Minister of Supply and Services, 1996.

Warry, Wayne. *Unfinished Dreams: Community Healing and the Reality of Self-Government*. Toronto: University of Toronto Press, 1998. ISBN 0-8020-7917-2

Video

Dancing Around the Table, Part 2. NFB, 1987. 50 min.

Internet

www.ammsa.com/windspeaker
www.cbc.ca/news/indepth/aboriginals
www.goodminds.com
www.inac.gc.ca
www.afn.ca
www.aboriginalcanada.gc.ca
www.abo-peoples.org
www.tapirisat.ca
www.fng-gpn.gc.ca

Activity 3: Reconciling Two Systems

Time: 4 hours

Description

Students address attempts to incorporate traditional forms and strategies of governance in response to contemporary problems in the local community. Through the examination one or more local or regional concerns, students learn to recognize the various facets of an issue, in order to identify and assess potential solutions. Students follow a Problem-Based Learning (PBL) or Inquiry-model, which will provide a foundation for their work on the Unit 5 Culminating Activity.

Strand(s) & Learning Expectations

Strand(s): Identity, Sovereignty, Challenges

Specific Learning Expectations

ID3.01 - describe the ways in which Aboriginal peoples are implementing strategies that reflect their traditional forms of governance;
SO1.03 - identify various models of decision-making in Aboriginal communities;
SO1.05 - identify strategies that enable Aboriginal peoples to fulfil their accountability to future generations by assuming jurisdiction over aspects of their own communities;
SO3.01 - demonstrate an understanding of the Aboriginal commitment to self-determination;
CH1.03 - explain how an Aboriginal world view is maintained in the implementation of Aboriginal self-determination;
CH2.01 - assess the potential for a respectful and reciprocal relationship between Aboriginal peoples and other Canadians.

Prior Knowledge & Skills

Students are expected to recognize some of the implications of the history of relations between the Canadian government and Aboriginal peoples on current governance issues, as explored in both Unit 3 and in the previous two activities in Unit 4. Similarly, the background in traditional forms of governance, as explored in Unit 2, is incorporated in the study of the contemporary challenges of reconciliation, constructive communication, and consensus building. Students' abilities in independent research, co-operative learning, oral presentation, and written personal reflections are utilized directly in the PBL approach.

Planning Notes

To implement this activity effectively, the teacher needs to pre-select one or more specific issues which illustrate the complex nature of the quest for effective self-governance in the local context. While this activity will draw upon Brian Maracle's book *Back on the Rez*, *WindSpeaker* vol. 19 no. 8, and readings in *Nation to Nation* for some of its examples, the teacher should seek meaningful, representative concerns of significance in the students' community. Some of the problems addressed and used in this activity may be applicable and relevant in many regions; issues of economic self-determination, for example, cut across regional boundaries, while the specific local issue might be over tax on cigarettes, casinos, or fishing rights. This applicability cannot be assumed, however, and adequate preparation by the teacher is essential.

Equally important to the effective implementation of this activity is the teacher's preparation for the Inquiry-model of Problem-Based Learning (PBL) approach. There are reference texts listed in the activity resources list, and an appendix item which offers a format for providing students with a set of tasks in problem-solving. The teacher should recognize that the PBL approach is less about content acquisition than it is about the development of thinking and inquiry skills, problem-solving abilities, and self-direction. These are the skills which will be required in the students' culminating activity, and in the application of their learning to the actual issues of Aboriginal governance. The teacher should take advantage of the ongoing observation and assessment from the course to this point, to predetermine whether the students are ready to generate appropriate questions and research strategies on their own, or whether several issue-based topics should be prepared ahead of time. Again, an Appendix 4.3.2 item suggests several sample topics and associated questions which might serve as a model for teachers preparing their own lessons.

Teaching/Learning Strategies

1. The teacher asks students to state examples of issues, arising out of the consideration of the Royal Commission on Aboriginal Peoples, which demonstrate the ongoing difficulties of establishing successful working relationships between different levels, forms, or traditions of governance. Student responses might include *responsibility for provision of health care, education, or justice*, for example.
2. The teacher then suggests that similar difficulties or complexities can exist when local communities strive to reconcile distinct approaches to a specific problem, or to negotiate a compromise between conflicting ideologies, or to reach consensus on an issue over which there are deep divisions based upon cultural, historical, spiritual, political, or economic perspectives.
3. The teacher then introduces a sample problem faced by a specific, preferably local, First Nation community. (This activity refers to several examples addressed in Brian Maracle's *Back on the Rez*, which may or may not be exclusive to his observations of the Six Nations Reserve.) The teacher presents the concept that conflict resolution, consensus building, and effective negotiation are all various names for problem-solving. By approaching local issues as challenges of problem-solving, the students approach a fuller appreciation of the extent of the obstacles faced by First Nation communities striving for effective models of self-governance, as well as an appreciation of the potentially successful strategies for reconciling diverse positions, traditions, and expectations, both within a community and between nations. Class discussion about one or more of the following issues will generate ideas about the numerous facets of any significant problem, the numerous voices in any meaningful debate, and the varied considerations necessary for any effective issue resolution.
 - *tobacco* (the moral issues of selling it, Canadian tax law, cigarette smuggling, economic self-determination and cultural self-definition)
 - *casinos* (revenue generation, social and spiritual conflicts, conflicting values and traditional viewpoints, law enforcement issues)

-
- *educational priorities* (funding, implementation, and authority: local, traditional, provincially-sanctioned)
 - *governance authority* (traditional Confederacy or Clan-based models, elected band councils, consensus vs. ‘democratic’ majority vote)
 - *methods of asserting political voice* (social or political activism, direct action or public debate, divisiveness vs. dialogue)
4. The teacher introduces the Problem-Based Learning (PBL) process (see Appendix 4.3.1: The Eight Tasks of the Student in PBL) as an effective method for analysis of problem elements and resolution strategies. Students are provided with specific steps which are to be followed in this activity, in order to explore the pre-selected, locally relevant topic. The teacher carefully explains the PBL process, emphasizing that for this activity, responsibility for the examination of the issue is shared amongst group members, each of whom explores implications and nuances of a particular question or point of view, so that the group as a whole will thereby cover the issue more comprehensively. (The teacher may choose to suggest that in the course culminating activity, each student may adopt the PBL approach in their individual research and analysis of a specific topic.)
 5. Students may either self-select groups of 4-6 members, or the teacher may choose to put students into pre-selected groups. The teacher should ensure that each group identifies certain roles, as groups with a designated chairperson outperform those without; also, a notetaker who records the actual performance of the group in discussion can help in the eventual reflection on the process itself. (These roles can rotate daily, and the teacher should consider the suitability of this role designation for the class and the local community.) Roles within groups may include Chairperson, Notetaker/Recorder, Encourager, Research Checker (ensuring that proper source documentation is gathered and recorded), and Spokesperson.
 6. Once groups have been established, the teacher can address the issue or issues to be examined. If the whole class is working on one issue, such as Cigarette Economics on the Reserve, distinct problem-elements or questions need to be identified. Group members then take individual responsibility for examining the issue from the perspective of one of the identified facets. If several different issues are used, each group needs to identify the crucial elements relevant to its specific problem (Appendix 4.3.2 contains some suggestions of issues and questions).
 7. The teacher clarifies for the class the assessment and evaluation for this activity. Students are expected to write two Personal Reflections: one after the first class, about the specific issue which is to be examined, and the second at the end of the activity, on either the newer, fuller understanding of the issue, or the PBL approach to any complex issue, or some combination of these ideas. Each group may also be expected to present its findings and conclusions orally to the class, as practice for the presentation component in the Unit 5 Culminating Activity.
 8. Over the next two-or-three classes, the teacher guides the student groups through the tasks required. The students’ relative strengths/weaknesses in problem-solving and independent thinking or research, and their relative familiarity/unfamiliarity with self-directed and collaborative learning dictate the frequency and extent of teacher involvement. The teacher may vary the time allocation, resource/research management, and desired assessment and evaluation expectations taking these factors into consideration.
 9. At the end of the independent research component of the process, reinstitute the original groups to share the findings of each of its members, and to discuss the overall problem. The group attempts to forge the fullest understanding of the problem or issue, whether or not this actually results in a suggested “solution.” The Recorder takes notes on the actual discussion process, more than on the content discoveries coming out of the research, while the Chairperson endeavours to keep the group on task. The immediate focus can be on preparing a group presentation for the class, which must demonstrate each member’s *participation*, clearly organize and report the results of the *research*, and then propose a current *understanding* or proposed *strategy* for resolution of the problem or issue.

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10. Students may assess one another on their contribution to the overall problem-solving effort. This assessment should consider both the independent tasks, and the input to group analysis and discussion. The teacher may evaluate individual student achievement in the group presentations, and also collect and evaluate each student's research log or report. The final written Personal Reflection on the issue/process might accompany this research, or be submitted separately.

Assessment & Evaluation of Student Achievement

- Assessment: Teacher - diagnostic/formative. Thinking/Inquiry, Communication
Initial Personal Reflection on selected issue, following introduction and class discussion.
Teacher/Peers - formative. Knowledge/Understanding, Thinking/Inquiry, Application. Ongoing **Research Skills**; attention paid to variety of sources, consistency of focus on specific, assigned aspect of original problem, thoroughness and accuracy of recording source documentation.
Teacher/Peers - formative. Communication, Application. **Group work and Discussion Skills**; monitoring the quality of participation.
- Evaluation: Teacher - formal. Knowledge/Understanding, Thinking/Inquiry, Communication, Application.
Independent Research Log/Report. Checklist
Teacher - formal. Communication. **Group Presentation**. Rubric
Teacher - formal. Knowledge/Understanding, Thinking/Inquiry, Communication.
Summative Personal Reflection on issue/process. Anecdotal.

Accommodations

Some students may require additional time to complete their research. Some adjustments are possible regarding the number or type of research sources required, to compensate for limited availability of or access to either Internet resources or community expertise. Some students may require accommodations in terms of presentation length or audience, e.g., a small group may present to the teacher in private, as opposed to presenting in front of the whole class. The teacher may also assign specific issues to specific groups of students, according to the challenges inherent in either the topic or the difficulties in the required independent research, e.g., students identified as gifted might receive problems recognized as more complex, or research which might be considered more elusive. The teacher might also consider an alternative to the written personal reflection format.

Resources

Problem Issues

- Alfred, Taiaiake. "Don't lose sight of the battle." *Windspeaker*, vol 19, no. 8, December, 2001. Edmonton: AAMSA, 2001.
- Jacobs, Burton. "Kicking Out the Indian Agent." *Nation to Nation: Aboriginal Sovereignty and the Future of Canada*. John Bird, Lorraine Land, and Murray Macadam, eds. Toronto: Irwin, 2002.
- Maracle, Brian. *Back on the Rez*. Toronto: Viking, 1996.
- Moses, John. "Home and Native land needs to be defended." *Windspeaker*, vol 19 no. 8, December 2001. Edmonton: AAMSA, 2001.

Problem-Based Learning

- Boud, David ed. *The Challenge of Problem-Based Learning*. London: Kogan Page, 1992.
- Bridges, Edwin. *PBL for Administrators*. ERIC Clearinghouse: University of Oregon, 1992.
- Brunner, Diane. *Inquiry and Reflection*. Albany NY: SUNY Press, 1994.

Cameron, Beverly J. *Active Learning*. Halifax: Society for Teaching and Learning in Higher Education, 2001.

Duch, Barbara J. *The Power of Problem-Based Learning: A Practical "How-to" for Teaching Undergraduate Courses in any Discipline*. University of Delaware. 2001.

PBL Insight. Journal on the topic of Problem-based Learning.

"PBL: An Introduction." *National Teaching and Learning Forum*. vol 8, no.1, December 1998.

Woods, Donald R. *Problem-Based Learning*. Hamilton: Donald R. Woods, 1998.

Internet

www.chemeng.mcmaster.ca/pbl (McMaster University, Hamilton, ON)

www.meds.queensu.ca/medicine/pbl (Queen's University, Kingston, ON)

www.samford.edu (Samford University, Birmingham, Alabama, USA)

Activity 4: National Issues

Time: 10 hours

Description

This activity provides students with a summary overview of how some complex issues were overcome to arrive at an agreement at the national level. Students discover strategies used, successfully or otherwise, in an attempt to resolve and reconcile Aboriginal beliefs, values, and aspirations with contemporary realities. In 2001, a discussion paper, published by Indian and Northern Affairs Canada (INAC) *Communities First: First Nations Governance Under the Indian Act*, addressed concerns identified by the federal government. Students analyse samples of these concerns which the federal government has expressed, and also examine the research tools used. In response to this study, a Communication from the Chiefs of Ontario, entitled *The Most Dangerous Elements of the Nault Governance Initiative* was released June 11, 2001. Students examine a sampling of these "dangerous elements" and analyse why they were cited as being dangerous.

Strand(s) & Learning Expectations

Strand(s): Relationships, Challenges

Overall Expectations

CHV.02 - describe strategies to resolve land and jurisdictional issues affecting the future of Aboriginal and Canadian relations.

Specific Expectations

RE2.04 - describe how modern treaties and negotiated agreements (e.g., the Nisga's Treaty, the agreements leading to the creation of Nunavut Territory) reflect the position that Aboriginal peoples are entitled to determine their own future;

RE3.03 - describe some of the forums that Aboriginal peoples have participated in to solve some of the difficulties between Aboriginal peoples and Canadian society (e.g. the discussions leading to the creation of the Nunavut Territory; the constitutional meetings involving the Assembly of First Nations, the Congress of Aboriginal Peoples, and the Inuit Tapirisat);

CH3.03 - demonstrate an understanding of the degree to which Aboriginal peoples have attained self-determination through negotiated agreements (e.g., in the development of the Nisga's Treaty, in the James Bay Agreement, 1975).

Prior Knowledge & Skills

Students who have previously studied the Grade 11 course Current Aboriginal Issues in Canada (NDA3M), or the Grade 11 course Aboriginal Beliefs, Values, and Aspirations in Contemporary Society (NBV3C), will have some knowledge of modern treaties and negotiated agreements and an appreciation of the challenges involved in arriving at a consensus. All students are required to use critical thinking and analytical skills developed in other Social Science and Native Studies courses to assist them in this study.

Planning Notes

- Students are expected to conduct their own research into at least one issue of national significance on which information might be found in libraries, magazines, or Internet sites. Having been through a guided search in Activity 4.2, students working in groups should be able to locate sources and prepare a concise report. As an alternative to the media search, a video presentation of one of the national issues may provide enough case study material for student analysis.
- The teacher should have students pay particular attention to the use of structure, rhetoric, and word choices as they review media reports, government material, and First Nations' responses.

Teaching/Learning Strategies

1: Nationally Significant Case - media search

Time: 3 hours

A summary overview of a complex case, and an examination of how the major disagreements were overcome to arrive at an agreement at the national level. Students analyse the strategies used, successfully or otherwise, in the attempt to resolve and reconcile Aboriginal beliefs, values, and aspirations with contemporary realities.

- A) The teacher presents a brief thumbnail sketch of the following cases:
 - fishing/hunting/logging disputes in the Maritimes, e.g., the Donald Marshall case, lobster fishing in Burnt Church;
 - governance of Cree territory in northern Quebec (mining, dam building, the James Bay Project);
 - the Nisga'a Treaty (land claims settlement in British Columbia);
 - the creation of the Nunavut Territory (jurisdictional division of federal territories).
- B) The teacher records a class-generated list of possible sources of information including regional newspapers, *Windspeaker*, *CBC News in Review*, *the Globe and Mail*, and a variety of websites.
- C) Topics are assigned to working groups for further investigation focused on this question:
 - Why has this particular issue gained and maintained national attention? List 4 to 6 reasons.
- D) The student groups report their findings orally.

**2: Review of Department of Indian and Northern Affairs Canada (INAC)
Discussion Paper on First Nations Governance**

Time: 3 hours

In 2001, the federal government published a discussion paper “Communities First: First Nations Governance Under the Indian Act” which addresses concerns identified by the government. Students analyse a sample of the types of concerns the federal government has and examine the research tools used.

- A) The teacher provides and distributes copies of “Communities First: First Nations Governance Under the Indian Act” which is available on the website: www.fng-gpn.gc.ca
- B) Using an organizer such as the one below, students complete the first row to summarize the INAC position. This could be done in groups or individually.

| Issue | Perspective: Indian and Northern Affairs Canada (INAC) | Perspective: Chiefs of Ontario |
|-----------------------------|--|--------------------------------|
| Accountability | | |
| Consultation | | |
| Legal Standing and Capacity | | |
| Questionnaire Design | | |
| Leadership Selection | | |

- C) The INAC position was based on a questionnaire sent to “grassroots” Aboriginal people. The teacher provides a sampling from the actual questionnaire used, such as the following five sample questions:

- i) What kind of measures, or penalties, should there be in your community to ensure by-laws are taken seriously?
- tickets cancellation of band-issued licences criminal penalties
 fines search and seizure of property other _____
 garnishee wages for unpaid tickets community service
- ii) The Indian Act does not provide any direction to First Nations who want to “switch over” (or revert from) Indian Act leadership selection to community (traditional) leadership selection. Do you want rules that would help First Nations who want to make this “switch over”?
- yes no don’t know
- If so, what type of rules do you think might be helpful?
- conflict of interest code of ethics other _____
- iii) Would you like to see conflict of interest guidelines apply in your community that would make sure that the band leadership, the band administration, or others do not benefit from what they know as a result of the positions they hold and the decisions they make?
- yes no don’t know

iv) Should the wider Canadian public have access to your band's annual financial audits?

- yes no don't know

v) How should problems arising from not following new governance legislation (such as financial difficulties, conflict of interest, abuse of powers, etc.) be handled in your community?

- third party management, such as reviewers
 dismissal/resignation of elected officials
 other _____

D) The class then engages in a teacher-led discussion to investigate the following questions using prepared Socratic questioning:

- a) What are the issues on which these types of questions are asking for feedback?
- b) What kinds of choices does the questionnaire offer as possible responses?
- c) Do these suggested responses reflect the beliefs, values, and aspirations of Aboriginal peoples?
- d) Do these suggested responses reflect the recommendations of the RCAP?
- e) Do the suggested responses offer a wide enough range to satisfy you?
- f) Do the suggested responses hint at actions which might be taken?
- g) Do you agree with these types of recommended actions?

E) Students complete the second row of the organizer from the perceived intent of the question design by categorizing the types of choices offered under each heading.

3: The Response from the Chiefs of Ontario

Time: 4 hours

The Chiefs of Ontario Communication entitled *The Most Dangerous Elements of the Nault Governance Initiative* was released June 11, 2001. Students examine a sampling of these "dangerous elements" and debate why they were cited as being dangerous.

A The teacher provides a sampling of the objections from the Chiefs' response:

i) The Consultation Process By-Passes the Legitimate First Nation Leadership

First Nation process recommendations, e.g., drafting cabinet mandate and involvement in drafting of the Bill, have not been acknowledged by the Minister. Subsequent rejection of the Initiative by the Assembly of First Nations (AFN) Confederacy and the Ontario Special Chiefs Assembly have had no effect. Instead, the Minister (Nault) has stated through the media that he will proceed with the process by working with individuals, municipalities, and provinces.

ii) The Initiative Violates the Inherent Right of Self-Government

Federal policy dating back to Minister Irwin in 1995 recognizes that the inherent right of First Nation self-government is protected by s. 35 of the *Constitution Act, 1982*. At a bare minimum, the inherent right includes choice of local governance structure. All of this is violated by the meddling and *Indian Act* fixation of the Nault Initiative.

iii) The Initiative Avoids All First Nation Priorities

The Initiative deals with the self interest of (the Ministry of) Indian Affairs. It ignores First Nations priorities that were carefully identified in the RCAP Report. In particular, the Initiative avoids the following: treaty implementations, access to land and resources, reform of status rules, and increased fiscal transfers from Canada.

iv) Initiative Responds to the Alliance-Reform Agenda

The initiative ignores Treaties, violates the inherent right of self-government, municipalizes First Nation government, creates rights for non-Aboriginal residents, and reduces federal liability.

-
- v) **The Initiative Disregards the Fiscal Crisis of First Nations**
Federal funding to First Nations has been systematically reduced since 1997. Funding levels no longer keep up with inflation. As a result, many First Nations across Canada are bankrupt and their affairs are managed by third parties. First Nations citizens live in Third World conditions. The Initiative implicitly blames this mess on First Nations governments and citizens.
- B) In groups, students debate whether these are “dangerous” elements. Students list reasons why the Chiefs may perceive each of the five issues listed above as dangerous, and place this in the last row of the perspectives organizer.
- C) Using the information collated on their organizers, and applying prior knowledge gained from their work on the national issue presentation (Teaching/Learning Strategies Part A Strategy 4) and earlier parts of this unit, student write an essay linking media issues to the perspective and position of each of the stakeholders.

Assessment & Evaluation of Student Achievement

Knowledge; Thinking/Inquiry; Application; Communication

- Participation in group discussion, completion of organizer, and written essay with particular attention to whether the student has drawn parallels and made connections between Report of the Royal Commission on Aboriginal Peoples, national issues, and on-going negotiations.

Accommodations

Due to a heavy emphasis on group participation, the Talking Stick method could be used. In this tradition, the stick is passed in turn from student to student and only the one holding the Talking Stick can make comments. This would provide an opening for less assertive participants and might help to engage reluctant speakers. This will help to reduce dominance by the more outgoing students.

Resources

Print

Boldt, Menno. *Surviving As Indians: The Challenge of Self Government*. Toronto: University of Toronto, 1993.

Coates, Kenneth. *The Marshall Decision and Native Rights*. Montreal: McGill-Queens Universities Press, 2000.

Communities First: First Nations Governance Under the Indian Act Discussion Paper. Ottawa, Minister of Indian Affairs and Northern Development, 2001. – www.ainc-inac.gc.ca

Chiefs of Ontario Communication Release *The Most Dangerous Elements of the Nault Governance Initiative* - June 11, 2001.

Internet

www.ammsa.com/windspeaker

www.cbc.ca/news/indepth/aboriginals

www.goodminds.com

www.inac.gc.ca

www.afn.ca

www.aboriginalcanada.gc.ca

www.abo-peoples.org

www.tapirisat.ca

www.fng-gpn.gc.ca

www.chiefs.of.ontario.org/governance.htm

Activity 5: Localized Issues

Time: 5 hours

Description

In this activity, students consider the consequences that can flow from a single issue. They have looked at the “big picture,” by examining The Royal Commission and the response to it, recent attempts to reconcile traditional and contemporary governance practices, and a major Aboriginal-government negotiation with national impact. This activity focuses on the “small picture”: an analysis of a Métis right-to-hunt case, and a video which points out the difficult nature of negotiating one particular Aboriginal land claim.

Strand(s) & Learning Expectations

Strand(s): Identity, Relationships, Sovereignty, Challenges

Overall Expectations

SOV.02 - describe how the self-determination of Aboriginal peoples is reflected in community-based activities;

SOV.04 - describe the concept of Aboriginal self-determination that involves the equitable sharing of lands, resources, and economic development;

CHV.04 - identify creative alternatives and solutions that promote economic self-reliance for Aboriginal communities.

Specific Expectations

ID2.01 - describe ways in which Aboriginal peoples continue the traditions and customs that are part of their identity in their efforts to govern themselves;

ID3.02 - demonstrate an understanding of strategies used to strengthen Aboriginal identity that restore and revitalize Aboriginal communities;

RE2.02 - demonstrate an understanding of the legal and political relationship between Aboriginal peoples and the British Crown;

SO2.01 - identify Aboriginal community-based economic activities aimed at achieving Aboriginal self-reliance through the combined efforts of Aboriginal and non-Aboriginal peoples, governments, and institutions;

CH3.02 - identify the healing and restorative effects of traditional Aboriginal forms of governance.

Prior Knowledge & Skills

Students need some skills in online research for this activity. By Grade 12, they should have developed these skills in a number of courses, including History, Geography, and other Social Sciences or any of the Native Studies courses in Grade 11. Because this activity involves Canadian law, students need a basic understanding of certain legal ideas - especially appeals and precedents. Normally an explanation of these could be provided by a student who has taken or is taking the Grade 11 course Understanding Canadian Law (CLU3M).

Planning Notes

The teacher needs to be well acquainted with the case of Regina vs. Powley. In 1993, Steve and Roddy Powley, two Métis from Sault Ste. Marie, killed a moose and tagged it with a Métis card and a note that read “harvesting my meat for winter.” They were charged with violating Ontario’s Fish and Game Law. As the case worked its way through Ontario’s justice system, the courts had to make decisions on a number of important questions:

- Who are the Métis?
- Did they have Aboriginal rights, and if so, which ones?
- Do Canadian governments have any responsibilities toward the Métis?

At the time of publication, the websites listed in Resources had information on the Powley case. If this should no longer be the case, the teacher may have to dig more deeply to find useful sites, or may wish to follow this format but use another contemporary case.

Also, at the time of publication, the Powley case was being appealed by the Ontario government to the Supreme Court of Canada. The teacher may want to update him/herself on the current status of the case.

For the second part of the activity, the teacher may wish to become acquainted with any land-claims currently under negotiation in the area, although such knowledge is not critical to the success of the activity. Finally, the teacher should feel comfortable using brainstorming as a teaching tool with the class.

Teaching/Learning Strategies

1. The teacher should explain, or have a student explain, the court system in Canada, what an appeal is, and the importance of legal precedents in the Canadian system.
2. Using the Internet, students should research the case of The Queen vs. Powley (Regina vs. Powley).
3. Assign the following questions:
 - What are the facts of the case?
 - What are three arguments made by the Ontario government which were rejected by the court?
 - According to the court, who is a Métis?
 - What had been the situation for Métis hunters before the Powley case?
 - What will be the probable effect of the Powley decision on other provinces and territories?
 - What other provinces or territories will be most affected? Why?
 - How would you compare the Powley case with the Marshall case in Burnt Church, New Brunswick?
4. Show a video such as *Honour of the Crown* (NFB 2001).
 - a) Compile a list of the difficulties encountered by Francois Paulette during the 25 years he has spent trying to negotiate a land claim for his people.
 - b) Write a paragraph explaining why he keeps trying. Do you admire this persistence, or is it foolishness?
 - c) Is there an Aboriginal land claim in your area of Ontario? What does it involve? What has been the reaction of non-Aboriginal Canadians in the area? (An interesting example is the reaction to the potential creation of the Caldwell Reserve in Southwestern Ontario.)
 - d) In a whole-class brainstorming session, try to come up with a list of ways the land-claims process could be made more satisfactory for all parties.

Assessment & Evaluation of Student Achievement

Application and Communication

- Formative - Anecdotal teacher assessment of student written answers to strategies 3 and 4 above.
- Formative - Peer assessment of results of brainstorming exercise.

Accommodations

To make the assignment more challenging, the teacher may decide not to provide the URLs included below in the resource list for strong or gifted students, or might suggest they undertake a search using key words instead. Alternatively, for those with demonstrably weak research or keyboarding skills, the teacher might even bookmark the Internet sites in advance.

Resources

Print

Clark, Charles. *Brainstorming: How To Create Successful Ideas*. Los Angeles: Wilshire Book Co., 1989.

Internet

<http://www.metisnation.org/POW/powSPEC.html>

<http://www.metisnation.ca/POWLEY/home.html>

<http://www.oma.org/PowleyDecision.htm>

<http://www.canadianaboriginal.com/metisnews/1e.htm>

<http://www.ontariocourts.on.ca/decisions/2001/February/powley/htm>

<http://library.usask.ca/native/cnlc/index.html>

http://afn.ca/Burnt%20Church/burnt_church_news.htm

Appendix 4.1.1

(Activity 1)

Sample Case Study Organizer

| Issue and RCAP Recommendation | Aboriginal Community | Stakeholders and Perspectives | History of the Issue | Current Status of the Issue | Sources of Information |
|---|----------------------|---|---|--|------------------------|
| <p>Identify a specific issue (national, regional, local)</p> <p>Identify a link with a specific RCAP recommendation and category, such as education, land claim, etc.</p> | | <p>Identify key stakeholders such as British Crown, federal, provincial, or regional governments, private sector</p> <p>Legal and Political Relationships (RE2.02)</p> <p>Various perspectives on the issue</p> | <p>Background</p> <p>Identify forums used to address the issue, such as courts, political process, land claims, etc. (CH3.04)</p> | <p>Describe current social and political conditions relating to the issue (REV.03)</p> | |

Appendix 4.2.1

(Activity 2)

Report of the Royal Commission on Aboriginal Peoples: Sample Categories and Applicable Recommendations

| Education/Social Issues | Treaties/Land Agreements | Language and Culture | Economic Development/Lands and Resources | Governance |
|--|---|---|--|--|
| <p>Protect and Extend Traditional Healing 3.3.21</p> <p>Child Care 2.5.42</p> <p>Education and Self-Government 3.5.1</p> | <p>Fulfilment of Treaties 2.2.2</p> <p>Treaty Implementation and Renewal 2.2.3</p> <p>New Treaties and Agreements 2.2.6</p> | <p>Aboriginal Languages Foundation 3.6.10</p> <p>Historical and Sacred Sites 3.6.1</p> <p>Recognize Aboriginal Knowledge 3.5.30</p> | <p>Lands and Resources for Self-Reliance 2.5.12</p> <p>Principles Related to Land and Aboriginal Title 2.4.1</p> <p>Building Economic Institutions 2.5.4</p> | <p>Recognition of Self-Determination 2.3.2</p> <p>Inherent Right of Self-Government 2.3.4</p> <p>Establishing Governments 2.3.14</p> |

Appendix 4.3.1

Format for Problem Based Learning (PBL)

The Eight Tasks of the Student in PBL

1. Explore the problem, create hypotheses, and identify issues. Elaborate.
2. Try to propose solutions to the problem based on what you currently know. From this will come a clearer idea of what you know that is pertinent, and what still needs to be discovered.
3. Identify what you do not know, and therefore what you need to know in order to more successfully resolve the problem.
4. Prioritize the learning needs, set learning goals and objectives, and allocate group resources so that all know what is expected, by whom, and by what time.
5. Self-study, involving preparation and independent research.
6. Reconstitute group, in order to share new information clearly and effectively.
7. Apply new knowledge in attempting to solve original problem.
8. Provide feedback by assessing the extent of the new understanding of the problem, the solution (if any) proposed, and the effectiveness of the process used. Reflect on this process.

Appendix 4.3.2

Sample Problems and Component Questions

The Economics of Cigarette Sales on Reserves

(potential resource: *Back on the Rez*, 70-74, 126-127, 194-200)

Problem: Should Aboriginal Communities Seek Economic Independence Through Cigarette Sales?

Questions:

- How important is the cigarette industry to the economy of the First Nation community?
- What are the health concerns, specific to the local community?
- What are the economic gains and losses attributable to cigarette selling?
- How does the traditional spiritual/cultural connections to tobacco validate/invalidate the cigarette selling?
- What are the present conflicts between the federal, provincial, and local levels of government surrounding sales, taxes, etc?

Public Debate vs. Political Activism

(potential resources: “Kicking Out the Indian Agent” in *Nation to Nation*, 141-147; *Back on the Rez*, 44, 118-122; *Windspeaker*, vol 19 no. 8, December 2001, 4-5)

Problem: Choosing the Most Effective Strategy for Addressing Aboriginal Concerns

Questions:

- What are the lessons about the nature of change evident in Burton Jacobs’ article about the departure of the Indian Agent from Walpole Island?
- How do the instances of direct political action in Brian Maracle’s *Back on the Rez* (barring entrance to a local landfill, blockading a proposed sewer project across the Grand River) suggest the practicality/impracticality/efficacy of this direct confrontational approach?
- What are the positive/negative implications of ongoing public debate for a local First Nation community? (Taiaiake Alfred’s assertion of the necessity for visible activism distinctly apart from the Canadian government’s interests/views, and the response by John Moses based on arguments of traditional Aboriginal identity and values, are an example of a public debate which might be considered as both constructive and divisive; any local Aboriginal publication might provide even more identifiable issues being debated in the First Nation community’s public forum.)

Control Over Educational Priorities

(potential resource: *Back on the Rez*, 93-97, 174, 278-282)

Problem: Who Should Control the Education of Aboriginal Youth?

Questions:

- What is the current governance structure controlling the education in the local First Nation community?
- What are the local priorities with respect to Aboriginal education?
- What formal or informal opportunities exist for the learning of language or cultural traditions and knowledge?

Appendix 4.3.2 (Continued)

- What impediments exist to full Aboriginal control over local education (e.g., the supply vs. demand of Aboriginal teachers)?
- What are the advantages or disadvantages of becoming independent from the provincial public education system?

Traditional vs. Legislated Governance Structures

(potential resource: *Back on the Rez*, 23-35, 108-117, 153-155, 166-174, 194-200, 206-210, 225-228, 299-303)

Problem: Can traditional models of governance productively co-exist with legislated band council structures?

Questions:

- What is the current state of each governance model in determining the affairs of the local First Nation community?
- What local views exist on the idea of “real governance”? (where does its legitimacy come from? what does it depend upon or require?)
- * What are the barriers to effective governance by the Confederacy Council?
- * What are the barriers to effective governance by the band council?
- * What suggested approaches are currently being debated for either shared governance, or for complete restructuring on one or the other model?

* **Note:** all of these possible questions are dealt with directly by Maracle in *Back on the Rez*, with specific reference to The Six Nations Reserve. The teacher might consider using this text as the basis for a case study, or to create other, more specific questions relevant to the local First Nation community. The questions should be structured so that there is a real possibility for student research. The teacher may also wish to allow students the opportunity to use their prior knowledge to generate appropriate research tasks/questions, independent of teacher assignment. In any case, the teacher should caution students about being critical in their research, especially as much of the available material may be influenced by bias, specific and potentially hidden agendas, and subjectivity. All of these considerations are useful teaching points, and materially add to the learning benefits of the activity.